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THE UNIVERSITY OF ALBERTA

ORGANIZATIONAL CULTURE IN A COMMUNITY COLLEGE AND ITS INTERRELATIONSHIP WITH LEADERSHIP AND STRUCTURE

ROBERT STEVEN GAWRELUCK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

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Abstract

The purpose of this research was to describe the organizational culture of a community college including critical events that shaped the culture, physical artifacts, symbols, values, beliefs and assumptions, and subcultures. The study also examined what relationships existed among the organizational culture, organizational structure and leadership within the college.

The literature review focused on perspectives of organizational culture including properties, models and typologies, role of leadership in the creation and manipulation of culture, and on the interrelationship of organizational structure and culture. A conceptual framework was developed allowing for the intersection and linkage of three significant considerations; culture and subcultures, levels of culture, and organizational relationships. The design of the study was primarily qualitative but quantitative measures of the extent to which various perspectives were entrenched were also obtained. The methodology included document analysis, semi-structured individual and focus group interviews, questionnaires and observations.

In this college the research revealed that while leaders sought to manage a culture over a prolonged period of time through the structure and leadership acts, the college culture responded through the development of strong subcultures and a counter-culture. Three cultures were evident, namely, the

managerial culture which was the dominant culture, the collegial/faculty culture and the non-academic support staff culture. Each culture was distinct and played a significant role in the cultural drama played out at the college.

The college has had a history of tumultuous upheavals in structure, leadership and culture with the transitions marked by distinct eras. Each era exerted considerable influence and impact through the reshaping of the culture and subcultures.

The research described the linkages and differences between the acts of the Board of Governors, senior leadership, the deans or equivalent and chairs and other first level leaders. While there were core college values, beliefs and assumptions, there was a clear clustering of values, beliefs and acts within the vertical administrative levels which articulated a division between the horizontal structural components and its cultural characteristics. Each part of the culture was convinced of the validity of its values and beliefs and each was focused on doing the best for the client and student. These core beliefs were embedded in the mission statement which stabilized and reinforced the direction and essence of the college especially in time of difficulty.

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Chapter 1

INTRODUCTION

Over the past two decades, the concept of organizational culture has captured the attention and interest of practitioners and researchers who have studied its formation, characteristics, survival, development and influence (Smart, 1988; Ouchi & Wilkins, 1985). Yet, the concept of organizational culture remains elusive. Paradoxical and perplexing to study, and difficult to define and measure, organizational culture retains its fascination for administrators and theorists who seek to determine both its presence and its influence. This fascination is evident among writers on higher education (Bates, 1986; Bergquist, 1992; Birnbaum, 1988; Caffarella and O'Donnell, 1987; Chaffee and Tierney, 1988; Deal and Kennedy, 1982; Green, 1988; Masland, 1985; Morgan, 1986; Schein, 1990; Smircich, 1983; Vaughan, 1991). For example, studies of the organizational culture of colleges have potentially offered some significant insights for those interested in understanding why some colleges continue to prosper in times of uncertainty while others appear to falter (Chaffee and Tierney, 1988).

Many writers have pointed to the necessity of examining organizational culture in educational organizations (Alpern, 1986; Giles, 1987; Greenfield, 1984; Hall, 1989; Mainali, 1985; McGuire, 1988; Owens and Steinoff, 1989; Peterson and Spencer, 1990). Kilmann (1985) states that "to understand the essence or soul of the organization requires that we travel below the charts, rules, books, machines and buildings into the background world of cultures" (p. 9).

Organizational culture is a fundamental day-to-day feature of an educational institution which gives meaning to organizational life (Bergquist, 1992; Schein, 1991; Van Maanen and Barley, 1984). Referring specifically to an academic organization, Bergquist (1992) concluded that culture is best understood within the context of its educational purposes adding that the ceremonies, symbols, assumptions and modes of leadership of the organization are derived from its cultural base (p.3).

Statement of the Problem

The purpose of this study was to describe the organizational culture of a community college and to explore what relationships existed among the organizational culture, organizational structure and leadership within the college. Specifically, the following questions were addressed:

1. What are the current characteristics of the college's organizational culture?
    1.1 What critical events or processes have shaped the college's present organizational culture?
    1.2 What physical artifacts are evident?

  - 1.3 What symbols (stories, heroes, myths, norms, taboos, rites, rituals, metaphors and ceremonies) are evident?
  - 1.4 What values, beliefs and basic assumptions are evident?
  - 1.5 What subcultures are evident in the college? In what ways are the subculture(s) linked to work units/groups?

2. What are the relationships between leadership acts and organizational culture?
3. What are the relationships between organizational structure and organizational culture?
   - 3.1 What are the characteristics of the organizational structure?
   - 3.2 What structuring processes influence the organizational culture?
4. What are the relationships among the organizational structure, leadership and organizational culture?

Definition of Terms

In this study the following definitions are used.

Organizational Culture

This research is guided by a concept of organizational culture that (a) embodies shared values reflected in symbols and beliefs, norms, assumptions, ideologies, norms, myths, metaphors, rites, rituals, sagas, stories, ceremonies, and physical artifacts, (b) is part of the organization, (c) interacts with and is transmitted through the social system of the organization, (d) interacts with the organizational structure and (e) is partially manageable by the leaders.

Organizational Structure

In this study, organizational structure is considered to be that formal dimension of the organization through which leaders delineate human relationships and interactions to achieve desired ends. The structure includes: (a) the organizational design; (b) policies, procedures and guidelines; (c) roles; (d) position relationships; and (e) organizational systems.

Leadership

Leadership is broadly defined as the process directing and influencing individuals or groups to achieve goals thought to be important (Birnbaum, 1989; Robbins, 1990; Starke and Sexty, 1992). For the purposes of this study, leadership is defined in terms of the holders of the formally designated position in the hierarchy, organizational culture and organizational structure and delimited to: (a) the acts of delineating human relationships and interactions to achieve ends through the organization's structure, and (b) the acts leading to the formation, evolution, transformation and reshaping of the organization's culture.

Toward a Concept of Organizational Culture

While the literature contains a multiplicity of definitions and descriptions for organizational culture, there are some commonalities to these apparently divergent descriptions. Most descriptions refer to the same definitional elements, "values," "beliefs," and "basic assumptions," which are reflected in shared meanings "held by groups and taught to newcomers," and to the dynamic interplay between organizational culture and structural elements (Allaire and Firsirotu, 1984; Schneider, 1990). Freilich (1989) in the search for a concept of organizational culture offered a number of characteristics, namely, that: (1) culture is learned, (2) culture is derived from biological, environmental, psychological and historical components of human experience, (3) culture is structured, variable and dynamic, (4) culture exhibits regularities that permit analysis, and (5) through culture, individuals adjust to the total setting and gain the means for creative expression and interpretation. Similarly, Hofstede, Neuijen, Ohayv and Sanders (1990) argue that,

> There is no consensus on the definition of organizational culture but most authors will agree on the following characteristics of the organizational culture construct; it is (1) holistic, (2) historically determined, (3) related

> to anthropological concepts, (4) socially constructed, (5) soft, and (6) difficult to change. (p. 286)

Although these general schema provide one framework for understanding culture other writers have stressed specific aspects of the framework. Schein (1991) stressed the group process in declaring that organizational culture is,

> A pattern of basic assumptions invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration--that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 9)

For Wilkins and Ouchi (1983) the important aspect of organizational culture is distinct and locally shared knowledge. Morgan (1986) proposed a broader description characterizing organizational culture as patterns of development reflected in systems of knowledge, actions, ideology, symbols, artifacts, values, laws, and day-to-day rituals. Deal and Kennedy (1982) stressed the organizational perspective in their description of the continuing interaction between an organization's people, organizational structure, administrative processes and control systems which produce the cultural norms, values, beliefs, and behaviours.

Other writers have stressed the importance of individual meanings. Schneider (1990) conceived of organizational culture as an "interpretive scheme or way of perceiving, thinking and feeling in relation to the group's problems" (p. 23). Geertz (1973) held that organizational culture is "a system of meanings embodied in symbols which are generally shared among members of a social group, who use them to perform vital mental activities" (p. 146). For Geertz, the term system refers to the interrelationships of beliefs and values no matter how logical or illogical.

In summary, the consensus of these writers is that organizational culture includes a system of shared meanings involving patterns, physical artifacts, symbols, values, beliefs, ideologies, acronyms, sagas, heroes, ceremonies, rituals, rites, assumptions, legends, stories, myths, and organizational practices which have evolved over time (Bolman and Deal, 1991; Caffarella and O'Donnell, 1987; Deal and Kennedy, 1982; Graves, 1986; Robbins, 1990; Schein, 1991; Smircich, 1983; and Weick, 1985).

Organizational Culture and the Organization

While writers may agree on the various components of organizational culture, they disagree profoundly on the relationship between organizational culture and organization. Some writers argue that an organization's culture should be viewed as something an organization "has" (Deal and Kennedy, 1982; Meek, 1988; Peters and Waterman, 1982; Schein, 1991) while others view organizational culture as something an organization "is" (Geertz, 1973; Morgan, 1986; Smircich, 1983; Siehl, 1985).

When organizational culture is thought to be something the organization "has," organizational culture refers to a collective solidarity of organizational life with shared meanings, cohesion, and integration of values which is obtained through the careful management of the organization's structure, policies, mission statements, processes, core values and norms by the organization's leadership (Deal and Kennedy, 1982; Meek, 1988; Peters and Waterman, 1982; Young, 1989). These writers suggest that organizational culture must be managed and aligned to develop a unity of aims and values, and to create centrality and solidarity. In such a view, social relationships are considered to be stimulus-response relationships with employees conforming to the norms and expectations of the organization (Wrong, 1979). Young (1989) observed that "Individuals and groups in the organization are depicted largely as having internalized uniform corporate values so that a sense of common identity and mutual interest exists and they exhibit conformity to these sentiments in their actions" (p. 189). Kilmann (1985) and Siehl (1985) both conclude that organizational culture is a "controllable variable" and "managing corporate culture is now possible" (p.

351). Organizational culture is an instrument which can be used to meet the needs of management. Examining organizational culture from this viewpoint encourages a focus that universal meanings are present and are pervasive. But this view does not dismiss the presence of subcultures whose foundational values flow from the dominant culture while evolving and adding localized group values to fit the realities of existing circumstances (Peters and Waterman, 1982).

In contrast to the perspective that organizational culture is something an organization "has" is the view that organizational culture is something that the organization "is" with distinct sets of social realities evolving within the culture (Allaire and Firsirotu, 1984; Meek, 1988; Schein, 1991; Smircich, 1983; Wilkins and Ouchi, 1983; Young, 1989).

In the "is" view, organizational culture is dynamic both in shaping human interactions and being the outcome of it. Morgan (1986) refers to it as enactment rather than rule following. We shape and structure our realities thereby making sense of our world. It is this process of sense making which is structuring and organizing. Meek (1988) points out that manipulation by management is less likely because while management may attempt to manipulate organizational symbols, values, rituals, myths, customs, etc., these must be interpreted in relation to the total organizational culture of which management itself is also a part.

The adoption of either view is dependent on one's perspective of how an organizational culture is created and whether or not a culture can be managed. Cultural pragmatists postulate that organizational culture is the key to achieving commitment, productivity, and profitability. This view focuses attention on what organizations accomplish and how to accomplish results more efficiently. Within such a perspective, Smircich (1983) noted that "The ultimate end product of culture research would be statements of contingent relationships that have applicability for those trying to manage organizations" (p. 126).

In contrast, cultural purists contend that organizational culture can neither be managed nor be created by leaders, rather it is an expression of members' deepest needs (Siehl, 1985). Instead, research attention is focused on how organization is accomplished and what it means to be organized (Smircich, 1983). In this study, both views provide points of departure useful in understanding the nature of an organization's culture. Hence, organizational culture will be studied from a pragmatist perspective which implies that an organization's culture can be influenced and managed to some degree by management but also accepts that all individuals are involved in shaping the culture to meet their needs.

Organizational Culture and Structure

Within an organization, the organization's structure is seen as separate from and complementary to its culture. The structure of an organization comprises the formal hierarchy, strategies, policies, management processes and all ancillary components, such as the organizational and communication systems, and decision processes (Allaire and Firsirotu, 1984; Chaffee and Tierney, 1988; Morgan, 1986). Organizational culture develops only when members are in proximity to and interact with one another.

Proximity provides the means for the evolution of collective understandings and, through member interactions, the development of unique responses that take on the appearance of rule, ritual and myth (Van Maanen and Barley, 1984). Mintzberg (1989) argued that "there is no known medium to block the influence of an organizational culture" on structure (p.263). In this context, for example, it is useful to view the formal organizational chart as a myth providing clues to ideology and the symbolic roles of administrators. In this context, understanding the extent of the influence that organizational structure exerts is important to the leadership process and the embedding of the organizational culture.

Organizational Culture and Leadership

Through the process of administration, the leader simultaneously structures and to some extent manages the organization's culture in a variety of ways. They are: role modelling; developing and supporting organizational symbols; creating and reinforcing organizational values and beliefs; supporting and enacting ceremonies, rites and myths; identifying heroes and heroines; developing and implementing organizational visions, mission statements, policies, goals and objectives; creating, implementing and evaluating organizational strategies; and implementing and reinforcing structural designs, formal communications and leadership practices (Allaire and Firsirotu, 1984; Bennis, 1989; Killing and Fry, 1989; Mintzberg, 1989; Peters and Waterman, 1982; Robbins, 1990; Schein, 1991). The structuring and shaping process may or may not be a conscious activity by the leader.

In this study organizational culture, organizational structure and leadership are treated as distinct elements. It is assumed that the concept of structure is considered to be a formal dimension of the organization through which leaders delineate human relationships and interactions to achieve their desired ends.

Significance of the Study

Theoretical Significance

Institutions of higher education have multiple goals, unclear and varied standards and norms, and often coordinate their efforts through informal mechanisms. In searching for excellence in service and function, leaders attempt to develop an administrative construct, a structural configuration, and an organizational culture and subcultures (Allen and Kraft, 1982; Conway, 1976; Peters and Waterman, 1982; Ouchi and Wilkins, 1985, Siehl, 1985). According to Peters and Waterman (1982), the search for excellence in administrative and organizational behaviour is directed at achieving a balance between effectiveness and efficiency. Daft (1989), Kottler and Heskett (1992) and Robbins (1990) described effectiveness as the degree to which an organization realizes its goals and that efficiency assumes the existence of five properties in every organization, namely, a self-correcting rational system, closely linked and interdependent people, goals and a means for achieving consensus, a suitable information system, and predictable problems and responses. The balance between effectiveness and efficiency is essential for optimal goal achievement in a competitive environment such as in post-secondary education. Hickman and Silva (1984) commented:

> You must understand that you cannot succeed without laying a strong foundation of strategic thinking

> and culture building. To unite strategy with culture, you need to develop a vision of the organization's future and then in order to implement strategy for making the vision a reality, you need to nurture a corporate culture that is motivated by and dedicated to the vision. The marriage of strategic thinking, and corporate culture building requires that leaders not only cultivate a broader vision but master the skills to implement that vision. (p. 25)

Visionary executives invent futures and realize them primarily through organizational culture and resources. They also recognize that the organization's culture is not totally manageable or manipulable, thus their efforts gain validity and momentum if they understand the characteristics and nature of the culture (Siehl, 1985; Nord, 1985). This understanding provides administrators with an opportunity to reconcile individual, administrative, client and organizational values while responding to environmental pressures.

Practical Significance

A number of colleges have become interested in examining their cultures to identify and facilitate the adaptations or reconstructions required in times of constrained economics and shifting socio-demographics.

The college in this study, one of the older colleges in Canada, possesses several major program sectors: junior college-university transfer programs, vocational-career programs, credit free programs and courses, and a conservatory of music and speech arts. The college is undergoing a transition of considerable import. First, the college is experiencing a serious scarcity of financial resources, a realignment of some academic programming including the pursuit of degree granting status, and has recently acquired a new downtown campus. Second, the college is undergoing a reorganization or restructuring of selected administrative and academic components. Third, the college is experiencing changes in the nature of its clients, employee demographics and instructional technology. Patterns of consumer awareness are changing and clients are more cognizant of their rights and individual needs. In a highly competitive training market, consumers are demanding high quality and relevant programming. Moreover, continuing education programs are in flux and appear to be more niche bound than in the past. Other changes at the college are evident in the emergence of a new president's leadership style, and increased entrepreneurial activities. Fourth, the college is examining potential future scenarios for the role of the college in the community and province.

Implicit in these transitions is the need to understand the nature of the current college organizational culture. Such understanding permits a more rigorous and reliable comprehension of the linkages among the college's organizational culture, structure, leadership, proposed changes and reconstructions.

Significance for Expanding the Research in College Culture

This study has theoretical significance. The results provide researchers and senior administrators with a basis for examining the nature of cultural influences that are exerted on a complex post-secondary organization in transition. The research has increased our understanding of the characteristics and influences of organizational culture found in institutions of higher education.

A review of research studies revealed a limited number of studies, all of which focused on selected dimensions of the institution or examined organizational culture as an adjunct rather than the central phenomenon (Tolle, 1990; Alpern, 1986; McGuire, 1988). This research has identified characteristics and interrelationships of the cultural variables important to self-transformation, leadership, structuring, decision making and institutional processes.

Robbins (1990), Kotter and Heskett (1992), Van Maanen and Barley (1984) and others concluded that administrative and structural transitions cannot be effective without understanding and reconciling the forces present in the organization's existing culture. In view of the dramatic and significant restructuring, budgetary and programming changes proposed at this college and other community colleges in Canada, there have been three outcomes of this study. First, the research undertaking examined the characteristics of organizational culture in a community college, an area where there is an apparent absence of Canadian research. Second, the study provided research on a problematic, complex, multi-campus and transitional college functioning in a turbulent environment. Third, the research study has tested various data strategies for delineation of organizational culture including the utility of questionnaires as a data collection instrument.

The literature clearly reveals that organizational culture is an important influencer of structure, leadership, administrative processes and organizational life, thus the findings of this research study may contribute to leadership theory, organizational studies and to administrative and organizational practices in institutions of higher education. This study has contributed to research in the field of organizational culture within a complex and multi-campus community college.

Organization of the Remainder of the Dissertation

The remainder of the dissertation is organized as follows: Chapter 2 contains a review of the literature related to organizational culture, climate and culture, properties of culture, models of organizational culture, typologies of organizational culture, leadership and organizational culture, structure and organizational culture. This chapter includes the conceptual framework for the study. Chapter 3 describes the research methodology, assumptions, delimitations and limitations, ethical considerations and definitions. In Chapter 4, the results of the study a describing organizational culture and the college are presented while in chapter 5, the results describing the relationship between organizational culture and leadership are described. Chapter 6 describes the relationship between organizational culture and structure as well as the relationship between organizational structure, organizational culture and leadership. Chapter 7 includes the conclusions and discussion of the data and recommendations for futher research.

Chapter 2

REVIEW OF THE LITERATURE

Literature relevant to the examination of organizational culture can be found in the fields of sociology, organizational theory, administrative theory, educational administration, anthropology and organizational behaviour. For the purposes of this study, relevant literature has been grouped into three sections. In the first section, the concept of culture is explored, and the relationship between climate and organizational culture, and the properties of culture are examined. Models of culture are explored, and the alternative typologies of organizational culture describe the factors shaping organizational culture.

In section two, the relationship of first, the leadership and organizational culture is discussed and then the structure and organization is described. The last section outlines the conceptual framework for this study.

The Concept of Culture

Many perspectives on organizational culture are discernible throughout the literature, but there is consensus on definitional themes and patterns. Schein (1991) stated that organizational culture is:

> A pattern of basic assumptions - invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration - that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems. (p. 9)

From a narrower and different perspective, Wilkins and Ouchi (1983) saw culture as distinct and locally shared knowledge, whereas Morgan (1986) described it as a pattern of development reflected in systems of knowledge, ideology, values, laws, and day-to-day rituals. Bolman and Deal (1991), Caffarella and O'Donnell (1987), Deal and Kennedy (1982), French and Bell (1973), Graves (1986), Kotter and Heskett (1992), Robbins (1990), Smircich (1983) and Weick (1985), appear to view organizational culture as a system of shared meanings involving patterns of beliefs, values, ritual, myths, and practices that evolved over time. Kilmann (1985) added taboos, "the unthinkables," to the definition, suggesting that taboos create boundaries of acceptability of performance and conduct. Cooke and Rousseau (1981) in a review of prevailing definitions, suggested that culture is a collection of normative beliefs shared by members within a social unit and is reflected in the organization's artifacts.

Similarly, Deal and Kennedy (1982) argue that organizational culture is a core set of assumptions, understandings, and implicit rules that govern day-to-day behaviour in the work-place. Martin & Siechl (1983) and Harris and Moran (1991) described organizational culture as the "glue" that binds the organization together, a means by which participants communicate and coordinate their efforts and create a ring separating insiders from outsiders.

From a different perspective, Graves (1986) highlighted two kinds of culture. In the first type, the predominant variable is that of the leader through whom the culture takes on the values of the founder and his/her successors. Organizational members adopt the leader's values and norms as their own. In the second type the predominant definer of the organizational system is the collection of resident participants. These two types may overlap in varying degrees.

Morgan (1986) observes that leaders must be aware that organizational cultures can possess many personalities or subcultures while sharing much in common: "Organizations are composed of mini-societies that have distinct patterns of culture and subculture" (p. 121).

Subcultures and counter-cultures may emerge as entities mirroring the essence of the dominant culture, but they possess localized values, beliefs and assumptions of work units, discipline areas or academic domains, thereby creating unique and identifiable characteristics. The direct influence of senior leaders is markedly less on sub-cultures and counter-cultures; it is frequently exercised indirectly through their subordinates. Nevertheless, culture and administration together create a sense of ethnocentrism which focuses and directs organizational behaviours and activities.

According to Peters and Waterman (1982), successful organizations have strong distinctive cultures driven by the predominant variable, the organization's management system. It is widely suggested, however, that each organization needs to define, distinguish, and develop its own culture and mechanisms for monitoring and modifying existing values and behaviours. It appears to most writers that culture has come to reflect two different precepts; culture as describing a particular social unit and culture as describing a specific social process.

Climate and Organizational Culture

One aspect of the concept of organizational culture, organizational climate, has been present in organizational literature since the 1930s (Owens, 1987). Although these terms are associated, they are not synonymous, as Owens points out:

> Organizational climate is related to, and subsumed under, organizational culture inasmuch as the

> perceptions of individuals in the organization reflect the values and belief systems in the environment of the organization. It is important not to confuse organizational climate with organizational culture itself. (p. 169)

According to Owens (1987), Peterson and Spencer (1990), and Schneider (1990), climate is the current state of shared perceptions and attitudes about dimensions of organizational life, including organizational policies, practices, and procedures, both formal and informal. Climate focuses on organizational goal attainment and measurement of perceptions in areas such as motivation, satisfaction and attitudes (Owens, 1987; Schneider and Rentsch, 1988; Schneider, 1990). Climate, then is concerned with the extent of congruence between the values, beliefs, attitudes of individuals and the goals of the organization.

By comparison, the focus of organizational culture is on the embedded patterns of behaviour, shared meanings, values, assumptions, ideologies, beliefs and symbols (Meek, 1988; Schein, 1991; Smircich, 1983; Young, 1989). Schein concluded that norms, values, rituals and climate are all aspects of organizational culture and best understood in a holistic context. As Peterson and Spencer (1990) noted: "If culture is the organizational value, then climate is the atmosphere or style" (p. 8). They further offered the analogy of organizational culture as meteorological zones and climate as daily weather patterns.

Some earlier schools of thought (Bruner, 1964; James and Jones, 1974) viewed organizational culture and climate as synonymous. To most contemporary researchers there are both conceptual distinctions and differing application (James, Joyce and Slocum, 1988). They overlap in that, definitions of climate and organizational culture recognize that organizational members give purpose or meaning to their activities and hold shared perceptions of the milieu in which those activities occur. (Peterson and Spencer, 1990; Schneider, 1990). Both constructs also note the importance of attracting, selecting and socializing new members into the organization (Peterson and Spencer, 1990).

The difference between these two constructs lies in the foundational understanding of organizational culture and climate (Peterson and Spencer, 1990; Schnieder, 1990). The basic concept of organizational culture holds that it is a repository, so to speak, for the deeply shared values, assumptions, beliefs or ideologies of its constituent members. In contrast, the basic component of climate is a common perception of attitudes toward and feelings about organizational life. Further, the primary methodologies for analyzing organizational culture reside in anthropology, sociology, linguistics, and organizational behaviour, while the tools for studying climate originate in cognitive and social psychology and, again organizational behaviour.

Peterson and Spencer (1990), Schein (1991), Schneider (1990) and others further argue that the separation is clear when viewing organizational culture as enduring, embedded, holistic and based on emergent patterns while viewing climate as motivating, malleable and involving current patterns or atmosphere. Schein (1991) and others support Schneider's (1990) contention "that climate can most accurately be understood as a manifestation of culture" (p. 24).

To summarize, while there is an overlap between the two concepts of climate and organizational culture especially when viewed as reciprocal ongoing interactive processes there is nonetheless a conceptual separation between the two concepts. The essence of the separation is that climate is linked to goal attainment and perceptions of the institutional environment, while organizational culture is linked to artifacts, embedded behaviours, rituals, rites, symbols, ceremonies, stories, myths, assumptions, beliefs, and shared values and meanings held by groups of people.

Properties of Culture

Much of what culture appears to be is often viewed as overt and explicit representations or artifacts, although much of what actually comprises a culture is covert, subtle and implicit. Accepted and espoused meanings are conveyed through socially developed, context bound symbols, value systems and basic assumptions.

Most writers assert that every organization can lay claim to uniqueness. What is seen as a cultural characteristic of one organization cannot be generalized to other organizations except in the broadest sense. A number of writers (Clark, 1972; Kotter and Heskett, 1992; Kuh and Whitt, 1988; Peters and Waterman, 1982; Robbins, 1990; Smircich, 1983) suggest that the distinctiveness of an organization's culture can be revealed through an examination of identifiable and measurable properties. The most commonly identified properties are: uniqueness, adaptation, strength, and health.

Uniqueness

Kuh and Whitt (1988) state that in institutions of higher education, the development and refinement of missions and supporting polices represent a concerted and conscious effort to establish an identity distinct from those of other similar institutions. Clark (1972) observed that an institution's history becomes "a collective understanding of unique accomplishment in a formally established group" (p.178). In support, Bennis (1989) and Schein (1991) argued that each organizational culture is unique and pervasive in creating a path toward the organization's ultimate goals. Such claims to uniqueness in higher education illustrate the ability of organizations to distinguish themselves and create acceptable boundaries for performance and behaviour.

Adaptation

Another property of culture is its tendency to organize and control itself. Smircich (1983) referred to it as the unconscious infrastructure or paradigm. She argued that, over time, the paradigm becomes an entrenched framework for creating additional meanings and for understanding behaviour within a specific frame of reference. Morgan (1986) observed that post secondary organizations are generally thought to operate as open systems while possessing the characteristic of "autopoiesis" at various levels of the organization. Morgan described autopoiesis as the capacity of the organization to become a self-correcting self-producing system which is adaptive and responsive to surrounding environments. This suggests the presence of organic structure characteristics including flexibility and low formalization.

As the adaption process evolves, realities are created for individuals and work units through interactions and socialization in their particular situations (Jelinek, Smircich, & Hirsch, 1983; Kotter and Heskett, 1992). As the culture adapts, the organization develops dominant assumptions and beliefs which become part of the organization's unconscious. These assumptions and beliefs control and stabilize the organization in times of uncertainty or crisis.

The adaptive ability of organizations varies from one organization to the next. Some organizations are static while others are fluid and dynamic; still others are some place in between. The forces influencing the organization's adaptive ability reside in its internal and external environments (Albrecht, 1987; Robbins, 1990).

Strength

Peters and Waterman (1982) and Kotter and Heskett (1992) argued that strong-performing organizations possessed strong cultures which were managed by visionary leaders and committed staff. Sathe (1983), Bennis (1989) and Morgan (1986) all argue that the greater the number of values, beliefs and assumptions shared, the stronger the culture. Organizations with "thick" cultures have a significant number of deeply held beliefs guiding behaviour while organizations with "thin" cultures are usually in a state of fragmentation and confusion, and with numerous subcultures and/or countercultures.

The strength of the culture is influenced by the organizational size; that is, smaller organizations tend to have a stronger and more deeply embedded culture (Peters and Waterman, 1982; Robbins, 1990; Sathe, 1983). Sathe also noted that the length of tenure of the labour force influenced and contributed to the strength of the culture.

Deal and Kennedy (1982) and Killing and Fry (1989) viewed strong cultures as requiring little or no monitoring of members by senior leaders. In support, Robbins (1990) stated, "Another result of a strong culture is that it increases behaviourial consistency. It conveys to employees what behaviours they should engage in" (p.443). Robbins further asserts, "Given that strong cultures increase behaviourial consistency, it's only logical to conclude that they can be a powerful means of implicit control and can act as a substitute for formalization" (p.443).

Members exercise internalized values and beliefs in such a way as to produce continuously directed behaviours, acceptable to the mission of the organization and its leaders. Peters and Waterman (1982) noted that "without exception, the dominance and coherence of culture proved to be an essential quality of organizational success" (p.75). They and others also agree that the stronger the culture, the less need for formal policies, rules, charts and detailed procedures.

In a strong culture where participants are provided with a clear sense of belonging, commitment, purpose, and a sense of identity, appropriate behaviour is more easily elicited, influenced and controlled.

Health

The contention that strong cultures are indicators of "healthier" organizations, or that corporate success varies directly with a strong set of shared beliefs and values, is countered by the "native view" perspective. Gregory (1983) argued that ethnocentrism - the tendency to evaluate phenomena from a single cultural position - can lead to internal conflict and create a de-emphasis on innovation and creativity. He contended that large and complex organizations should be viewed as heterogeneous, cross-cultural contexts evolving over time rather than stable, homogeneous, one-dimension cultures. Given this value for distinctive individual and work groups, the strength of a culture need not imply that the native view must be uniformly inculcated in its members in conformity with the superordinate belief system. Gregory postulates that the accommodation of variant assumptions has the potential for adding desirable dimensions to a healthy organization. Acceptance of diversity prevents stagnation, apathy, and inflexibility in changing and competitive environments.

Peters and Waterman (1982) and Albrecht (1987) acknowledged that culture is not the only criterion for examining organizational health, although it is an important element. Albrecht proposed five dimensions of culture (authority, values, norms, rewards, and sanctions) while advancing two criteria for determining the health of an organization. The first one rates the organization's level of success in its environment, and the second assesses its members' well-being: "A healthy culture is one in which authority structures, values systems, norms, reward systems, and sanctions operate to support the success of the organization in its environment and to support the personal well-being of the people" (p. 55). Killing and Fry (1989) viewed organizational health from two perspectives, namely, economic performance measures, and organizational indicators. The latter examined health in terms of attitude, turnover, stress, tensions, absenteeism, accident rates, etc., all of which are symptoms or indicators of cultural dysfunction or non-health.

The four properties, uniqueness, adaptation, strength and health, contribute to the overall character and effectiveness of the organization. Each institution develops a unique cultural identity in order to be competitive and distinctive in its turbulent environment. The ability of the organization to respond to uncertainties and risks depends in large measure on its adaptiveness (Killing and Fry, 1989; Kotter and Heskett, 1992). The relative strength or weakness of a dominant culture affects how the organization accommodates conflict and uncertainties. Finally, organizational health provides an overall measure of the organization's success and serves as a predictor or precursor for future successes.

Models of Organizational Culture

Organizational culture is a manifestation of individuals, groups and their interaction, derived from the resolution of issues and situations existing within an organization. It is a system of knowledge, beliefs, ideologies, values, laws or norms, and day-to-day routines and rituals (Schein, 1991).

The literature contains several contemporary models and perspectives useful in the examination of organizational culture. Three models were chosen for examination based the relevancy to describe culture, its currency and its application to describing organizational culture in a college. They were: Steinoff and Owens's (1989) taxonomy of six interlocking levels, Schein's (1991) levels of culture, and Schneider's (1990) description of culture through a five layered model of concentric circles illustrating aspects of culture.

The Steinoff and Owens Model

Steinoff and Owens (1989) propose a theory of culture which posits that organizational culture is a root metaphor of an organization. They suggest that culture is not a description of what the organization is like, but a description of the essence of the organization. This is similar to Smircich's (1983) perspective. Steinoff and Owens suggest six interlocking dimensions that define the culture of an organization: history; myths and stories; values and beliefs; cultural norms (and assumptions); heroes and heroines; traditions, rituals and ceremonies, (Figure 1).

Steinoff and Owens (1989) identified two key components in contemporary culture, namely, norms and assumptions. Norms refer to the way culture is influenced by behaviours and standards which have been institutionalized; assumptions refer

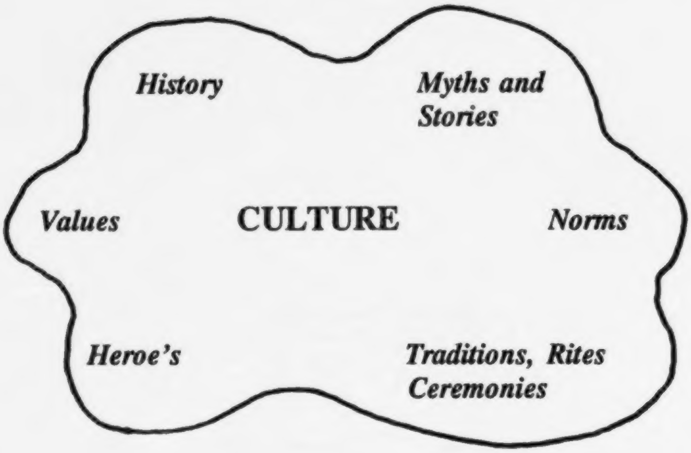

History
Myths and Stories
Values
CULTURE
Norms
Heroe's
Traditions, Rites Ceremonies

FIGURE 1. Interlocking Dimensions of Culture

to those bedrock beliefs on which norms and other variables of culture are grounded.

The Schein Model

Schein's (1991) model is comprehensive in that it encapsulates significant definitional themes and contemporary research findings. Schein's Levels of Culture model possesses three distinct levels, (Figure 2).

Level one consists of visible artifacts and creations, level two explores values, while level three focuses on basic assumptions. Schein (1991) observes that as one moves from the first level to the third level, there is a decrease in visibility, awareness, consciousness and concreteness. Tangible evidence of its existence and its empirical testability becomes elusive. Each of Schein's levels is

Level 1 Artifacts and Creations
  Technology and Art
  Visible and audible

Increasing awareness

Level 2 Values
  Testable in the physical environment
  Testable only through social consensus

Increasing awareness

Level 3 Basic Assumptions
  Nature of human relationships
  Nature of human activity
  Nature of human nature
  Nature of time, reality and space
  Relationship to environment

Figure 2. Levels of Culture (after Schein, 1991)
(Modified)

described below in detail, reflecting those constituent elements or facets important to assessing and understanding a culture.

Level I: Artifacts and Creations. The first level embraces the concept of visible variables which are consistent and monolithic, for example, artifacts, technology, symbols, physical plant, and visible and audible behaviour patterns. Nelson (1990) and Geertz (1973) concurred that symbols are invested with meanings, and because artifacts are primarily symbols of culture, they reflect significance and emotions that are meaningful to organization members.

Organizational members create rites, ceremonies, rituals, symbols, norms, myths, saga and stories, rewards and punishments, formal and informal rules and guidelines, customs, language and behaviourial patterns common to the organization, all of which affirm the meaning and presence of an organization's culture through its symbols (Schein 1991; Tierney, 1990; Bolman and Deal, 1991).

Rites. Trice and Beyer (1984) and Kuh and Whitt (1988) view rites as relatively elaborate, dramatically presented sets of activities that combine various forms of cultural expression in one unified and integrated event, usually a public event.

Trice and Beyer identified six different types of rites often found in organizations: (1) rites of passage, which facilitate the transition of new members to an insider status; (2) rites of enhancement, usually public celebrations of and positive reinforcement for member accomplishments; (3) rites of degradation, which dissolve social identities and their power; (4) rites of conflict resolution, which reduce conflict and aggression, and restore equilibrium; (5) rites of integration or reduction, designed to foster bonding and commitment; and (6) rites of renewal which attempt to refurbish social structures and improve their functioning.

Ceremonies. Deal and Kennedy (1982) contend that ceremonies assist organizations celebrate heroes, myths, and sacred symbols, thus displaying culture in a memorable form. Trice and Beyer (1984) view ceremonies as comprising several rites connected to a single occasion (e.g., retirement, graduation, awards ceremonies).

Rituals. Trice and Beyer (1984) view rituals as planned, discrete and standardized set of techniques, behaviours or processes that manage anxieties but seldom produce technical consequences of practical importance (e.g. student orientation, welcome-backs). Rituals are thought to communicate meaning within an organization and to external publics by calling attention to and transmitting important values, patterns of collective actions and beliefs. The intent is that members hold up rituals as standards against which to measure future behaviour. Rituals are designed to inform members what the standard routines are and how things should be. Rituals are intended to teach cooperation, tradition, social solidarity and goal orientation (Kuh and Whitt, 1988).

The significance of rituals was summarized by Kuh and Whitt (1988):

> Thus rituals make statements about the quality of life within the community and set standards against which people are asked to compare and modify behaviour, values, activities and relationships.

> Rituals are staged, public, and stylized versions of how things should be and beliefs about how things are that eloquently describe and shape cultural patterns. (p.17)

Kuh and Whitt further observed:

> Although the possibilities for expression are endless, similar patterns are repeated over time and become part of the culture as well as reflect a group's history. These patterns teach cooperation, the importance of tradition, social relations and solidarity, tasks and goals of the group and the place of authority. (p. 17)

Deal and Kennedy (1982) observed that managers engage in extensive ritualistic behaviour in the name of efficiency, including the coordination of activity, socializing, planning, decision making, and formal meetings. While rituals are crucial to moulding a culture, Deal and Kennedy caution that over-reliance on ritualistic behaviour may produce organizational dysfunction, increased conflict and impairment of productivity.

Symbols. Trice and Beyer (1984) describe a symbol as any object, act, event, quality, or relation that serves as a vehicle for conveying meaning, usually by representing another thing (e.g., logo, mascot). Tierney (1988, p. 154) concluded that symbols exist in every organization, whether or not members are aware of them. He further regarded an organization void of symbolism as an organization void of human activity. Symbols reside in a wide variety of discursive and non-discursive message units. Hence, we must understand the context in which symbols function and how leaders communicate symbols and interpret organizational reality.

Tierney classified symbolic behaviour into six categories: (1) metaphysical, which provides members with a way of viewing, seeing, and knowing how to act in the organization; (2) physical, which are objects that are designed to mean something other than what they really are and must be interpreted within the context of the organization or setting; (3) communicative which are acts of discourse, written or oral, conveying a particular meaning; (4) structural, described by Tierney, as functionally latent organizational charts/structure, for example, on which the symbols are used whenever leaders need to place their imprimatur on the organization; (5) personification, which Tierney (1988) and Trice and Beyer (1984) refer to as the leader's intent to convey a message through an appointment or inclusion of a specific group, thus providing significance, credibility or constituency to a group or unit; and (6) ideational, whereby ideas are symbolic and represent institutional values, mission, primary goals and beliefs as expressed, reinforced and shared by the leaders, subordinates and strategic constituents.

Norms. Norms are usually unwritten and informal influences and expectations influencing the behaviour and performance of organizational members. They are more visible than values or assumptions, so they provide a more concrete means of facilitating the understanding of organizational life. Allen and Kraft (1982) stated that norms are basic building blocks of organizational culture. Consequently it is essential that they be understood. Furthermore:

> Norms are a universal phenomenon. They are necessary, tenacious, but also extremely malleable. Because they can change so quickly and easily, they present a tremendous opportunity to people interested in change. Any group, no matter what size, once it understands itself as a cultural entity, can plan its own norms, creating a positive one that will help it reach its goals. (p. 58)

Norms are communicated in a variety of ways that provide actual and potential examples of what the organization stands for. Kilmann and Saxton (1983) suggested that most members are able to identify the norms that influence their work group and potential norms that would be more effective for improving productivity and morale.

Myths, Sagas and Stories. Written and oral presentations of critical events, incidents, and legends enrich an organization's cultural heritage. The accounts are moralistic revelations of more deeply embedded values and beliefs. Transmitted and frequently embellished over time, tales of institutional success and failures assist in establishing the context of norms and they shape future behaviours.

Myths are fabricated illusions to events which may or may not have occurred. Myths help to explain origins or transformations of principles, structures, or processes (Kuh and Whitt, 1988). Myths are often employed to rationalize changes in times of uncertainty or significant realignments or adjustments. Bjoe, Fedor, and Rowland (1982) suggest that myths serve five purposes: (1) legitimating institutional actions and consequences; (2) mediating political concerns and conflicting values; (3) describing causal relationships; (4) dealing with environmental turbulence; and (5) enriching the life of the organization and its members.

Stories are generally based on actual events or incidents and contain fact, fiction or both; stories enrich both myth and saga in a narrative fashion which can be passed on to others. According to Schein (1991), stories reinforce assumptions of organizational members and serve to teach them to newcomers. Deal and Kennedy (1982) suggest that story telling serves three purposes: (1) to maintain cohesion and provide guidelines for behaviour; (2) to preserve institutional values by imparting legends about heroes, villains or taboos; and (3) to allegorically describe what it takes to succeed in the organization. Kuh and Whitt (1988) argued that stories reflect constituent beliefs about past events, increase commitment and loyalty, and reinforce other cultural artifacts.

Sagas are generally factual recounts of the organization's past. They relate past accomplishments by leaders, individuals or groups in a heroic fashion, binding members to a set of beliefs and values. Clark (1972) defined organizational saga "as a collective understanding of a unique accomplishment in a formally established group" (p.178). Organizational members add their own emotions and rationalizations to create strength in the saga.

Sagas, myths, and stories are symbolic and add cultural meaning to their setting. They help members understand and make sense of the organizational environments and create a sense of organizational comfort.

Level II: Values. The second level of Schein's (1991) model focuses on values which are evident and testable in the physical environment and testable through social consensus. Values reveal how people explain and rationalize what they say and do as a collective group. The second level helps people make sense of the first level - artifacts. While values do not explain artifacts, they do give rise to them (Deal and Kennedy, 1982).

Schein (1991) concluded that values serve as links between artifacts and assumptions, explaining the obvious and providing a foundation for the development of deeper beliefs.

Values and beliefs justify behaviours and help people make sense of the artifact level. Rokeach (1973) defined value systems as "an enduring organization of beliefs concerning preferable modes of conduct along a continuum of relative importance" (p. 5).

Schein (1991), Deal and Kennedy (1982), Rokeach (1968), and Bolman and Deal (1991) collectively define a value as a single belief that transcendentally guides actions and judgments across objects, events, and situations. Organizational members develop and maintain a set of beliefs about what constitutes appropriate or inappropriate behaviours, and these beliefs can be ordered in importance (Goodstein, 1983). Schein (1991) suggested that values reflect what ought to be as distinct from what is. Schein pointed out that the values of a group do not evolve until they have been tested and debated as to their worth in guiding situations or in resolving power. Thus, organizational values become the norm espoused by members and regarded as truths. Values give use to artifacts and provide the rationale for them. Eventually, values become embedded in the organization's philosophy, ideology and culture.

Espoused values are especially useful to organizational members when confronted with the uncertainty of uncontrollable or difficult events or incidents. Schein (1991) suggested that if espoused values are reasonably matched to the way the organizational participants act, the integration of values in an operating philosophy can facilitate group cohesion by providing a source of identity and core mission. Peters and Waterman (1982) concur, pointing out that strong cultures foster an intense sense of commitment to the work setting and organization. Cooke and Burack (1987) state:

> The extent to which values are recognized and shared by members reflects the strength, potency or intensity of the organization's culture. A strong homogeneous culture would result from: a clear and widely understood managerial philosophy; strategic decisions, reward systems, and supervisory behaviours (as models) consistent with this philosophy; and culture bearing mechanisms such as rites, ritual, and stories which communicate to members what is valued by the organization. (p. 19)

Beyer (1981) suggested that cultural values are likely to be closely coupled to, or at least congruent with, basic assumptions and beliefs, and are embodied in the organization's philosophy, ideology, and behaviour patterns. For him, cultural values were "a relatively coherent set of beliefs that bind some people together and explain their worlds in terms of cause and effect relations" (p. 166), thus creating a sense of unity and community.

Rokeach (1968) defined a value as "a single belief that transcendentally guides actions and judgement across objects and situations, and beyond immediate goals to more ultimate end-states or existence" (p. 160). An internalized value becomes a norm, standard or benchmark for guiding action, developing attitudes, justifying behaviour, and evaluating other behaviours. Rokeach categorized values as either instrumental (demonstrating preference for one mode of behaviour over another) or terminal (preferring one end-state over another).

Enz (1988) described values as:

> The beliefs held by an individual or group regarding means and ends organizations "ought" or should identify in the running of the organization, in choosing what business actions or objectives are preferable to alternative actions, or in establishing organizational objectives. (p. 287)

Values can exist at different levels of awareness and can be measured by their relative transience or permanence, level of generality, and can be ordered by relative intensity and importance (Cooke and Burrack, 1987).

Value Congruences and Conflict. Research by Bolman and Deal (1991), Deal and Kennedy (1982), Peters and Waterman (1982), Sathe (1985), and Schein (1991) confirm the guiding role of values and the strength of values in determining an organization's degree of congruence or conflict. Value systems, and their intrinsic power assist in the socialization of employees in a common direction or purpose.

Schein (1991) points to the notion that values are normative, that is, they function ethically in guiding members through various situations. In academic organizations, according to Clark (1983), value issues and conflict are more commonly linked to three levels: belief systems, academic profession, and the discipline. Individual sub-cultures can be identified along the same levels. The sub-cultures unify members and galvanize their actions and behaviours. Deal and Kennedy (1982), Bolman and Deal (1991) and Dill (1982) point to the decline of a congruent value system in academic institutions as a result of the erosion of a sound central or organizational culture and the increasing strength of individual academic discipline areas. The impact produces a profound effect on the success of the efforts of the institution and the development of a commonly held culture. The higher the degree of congruence of values, the greater the propensity to be consistent in direction, problem solving and decision making.

Leaders' behaviours and espoused values serve as an organizational lighthouse while reinforcing the values and actions of their subordinates and work units. Leaders must be seen to be and perceived as representing the essence of the organization and its culture.

Level III: Assumptions. Schein's (1991) third level focuses on what he refers to as basic assumptions. They are the core or essence of the culture, are invisible and are usually taken for granted. They are not debatable or confrontable. As a reality guide, assumptions exert a powerful influence over how people think, what they believe they should exhibit as acceptable behaviour in various circumstances, and what they perceive as important. When values at this level are firmly entrenched and internalized, they are difficult to identify or to articulate. Schein (1991), termed these deeply embedded values basic assumptions. Earlier research by Argyris and Schon (1974) refer to these values as "theories in use." Wilkins (1983) using terminology similar to that of Schein, also designated these values as assumptions and beliefs. He further proposed that in order to understand basic assumptions and beliefs, researchers must examine artifacts and interview members in as much depth as possible. Kilmann (1985) suggested that members need to share their understanding of their organization's assumptions, values and beliefs in order to understand its essence. Building on Kluckhohn and Strodbech's (1961) research, Schein (1991, p.86) postulated that culture paradigms form around five categories of basic assumptions. These he identified as follows: (1) humanity's relationship to nature; (2) the nature of reality and truth; (3) the nature of human nature; (4) the nature of human activity; and (5) the nature of human relationships.

> Humanity's relationship to nature. At the organizational level, how do key members view the relationship of the organization to its

environment? As one of dominance, submission, harmonizing, finding the appropriate niche, or in some other manner?

The nature of reality and truth. These are the linguistic and behaviourial rules that define what is real and what is not, what is "fact," how truth is ultimately to be determined, and whether truth is "revealed" or "discovered." They also determine how time and space are cognitively structured.

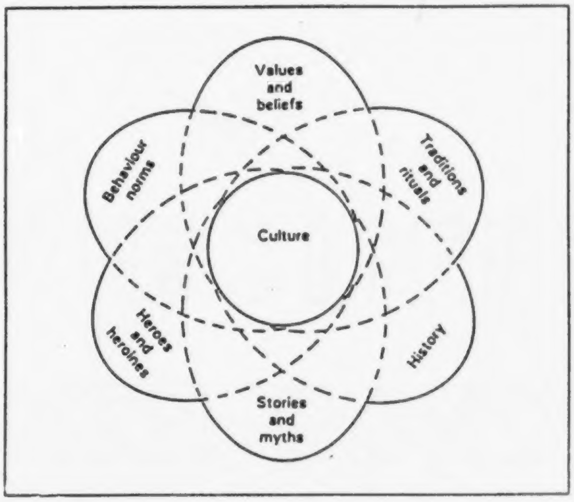
The nature of human nature. What does it mean to be "human" and what attributes are considered intrinsic or ultimate? Is human nature good, evil, or neutral?

The nature of human activity. What is the "right" activity for human beings to do, on the basis of the above assumptions about reality, the environment, and human nature? Are these active, passive, self-developing or fatalistic? What is work and what is play?

The nature of human relationships. What is considered to be the "right" way for people to relate to each other, to distribute power and love? Is life cooperative, individualistic, group collaborative, or communal? Is it lived out on traditional lineal authority, law, charisma, or on some other basis? (Schein, 1991, p. 86)

Schein (1991) maintains that group answers to the above areas will reveal underpinning assumptions governing individual and organizational behaviour and perspectives. The more consensus in the answers, the stronger and more stable the organization. Schein maintains that cultural understanding comes from an examination of all three levels.

Steinoff and Owens (1989) integrated Schein's Levels of Culture model in their illustration of the Overlapping Symbolic Elements of Culture, (Figure 3).


Values and beliefs
Traditions and rituals
Behaviour norms
Culture
Heroes and heroines
History
Stories and myths

Modified

Figure 3. Overlapping Symbolic Elements of Culture (after Steinoff and Owens, 1989)

The illustration demonstrates that while the six symbolic elements appear discrete, they are interactive and mutually independent. Steinoff and Owens argue that these elements serve to preserve, express and convey elements of the culture.

The Schneider Model

Complementing the Schein model, Schneider (1990), Martin and Siehl (1983) and Weick (1987) describe the elements of culture within a similar layering model. Schneider's model appears as layers in concentric circles, (Figure 4).

Moving from the centre outward, the layers are: fundamental assumptions, values, behaviourial norms, patterns of behaviour, and artifacts. Each layer appears to be discrete and bounded, but such is not the case. The boundaries are fuzzy and transitional, the core or assumptions being

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Figure 4. Layers of Culture (Schneider, 1990)

unconscious and interpretive while the outside layer of artifacts are more visible, behaviourial and physical.

Other Culture Perspectives

Kluckholn and Strodtbeck (1961) hold to the assertion "that western culture is oriented toward the mastery of nature, holds an active optimistic view of man as perfectible, and views society as built on individualistic competitive relationships and an optimistic future notion of progress" (p. 109). While Newman (1972) reported that in the business sector, writers on culture assert that relationships are emotionally neutral, universalistic, unit specific, and achievement oriented, for Dyer (1986) these interlocking relationships gave character to an organization. He based this on the assumption that truth comes ultimately from individuals; individuals are responsible, motivated, and capable of governing themselves; and truth can be determined through debate. Dyer's assumptions lend credence to the various culture perspectives best exemplified in Schein's model.

Typologies of Organizational Culture

An examination of Canadian colleges and universities inevitably includes descriptions of the variations among institutions, programs, specialities, schools or faculties. Austin (1990) reported Clark (1985) as observing "The endless number of churches and sects produced by disciplinary distinctions and further divided by the variety of colleges and universities" (p. 61). Clark (1986) noted "faculty (and other organizational staff) work in a master matrix where they belong to an array of groups (subcultures), a discipline and a department, a specific college or university, a national system and a profession" (p. 26). Typologies are schema which retain the unity of a construct while indicating relationships among various aspects. They are research tools rather then guides for action. In this section, five typologies are identified: Quinn and McGrath's (1985) four generic cultures, Harrison's (1972) two-dimensional taxonomy of organizational culture, Cooke and Hartman's (1987) twelve types of organizational culture, Austin's (1990) four academic organization cultures and Bergquist's four academic cultures.

Quinn and McGrath's Typology

Quinn and McGrath (cited in Frost, Moore, Louis, Lundberg, and Martin, 1985) reviewed various organizational cultures in an attempt to identify dimensions and attributes. The primary dimensions around which this typology are organized is the distribution of power and the degree of system orientation versus human resource orientation, (Figure 5). Implicit values and beliefs which govern expectations, events, and actions directed to desired ends or results are embedded in the transactions. Quinn and McGrath identified

	Transactional Expectations or Governing Rules			
	Rational culture	Ideological culture	Consensual culture	Hierarchical culture
Organizational Purposes	Pursuit of objectives	Broad purposes	Group maintenance	Execution of regulations
Criteria or performance	Productivity efficiency	External support	Cohesion Morale	Stability of control
Location of authority	The boss	Charisma	Membership	Rules
Base of power	Competency	Values	Informal status	Technical knowledge
Decision-making	Pronouncement	Intuitive	Participation	Factual analysis
Leadership style	Directive, goal-oriented	Inventive, risk-oriented	Concerned, supportive	Conservative, cautious
Compliance	Contractual agreement	Commitment to values	Commitment to from process	Surveillance and control

Figure 5. Profiles of Four Cultures (Quinn & McGrath, 1985, in Frost, Moore, Louis, Lundberg, and Martin, 1985, p.326)

four generic types of organizational cultures which represent prototypes of social transactions, that is personal information processing, within the organization: (1) rational culture; (2) ideological culture; (3) consensual culture; and (4) hierarchical culture. The four models include dimensions of purpose, performance, authority, power, decision making, leadership style, compliance, evaluation, and motivation. The distinction between the rational and hierarchial cultures is that the rational culture focuses on individual information processing through goal clarification, logical judgement and direction setting is assumed to be the means to an end in performance improvement, while the hierarchial culture formal information processing uses documentation, computation and evaluation to be a means to the end of continuity. In the information processing uses documentation, computation and evaluation to be a means to the end of continuity. In the ideological culture, the end is accomplished through intuitive information process including insight, invention and innovation while in the consensual culture, the end is attained through collective information processing through discussion, participation and consensus.

Harrison's Taxonomy of Culture

Harrison's (1972) model illustrated a taxonomy of organizational culture on two dimensions of organizational structure, namely, centralization and formalization (figure 6). Four cultures were identified using a two-dimensional model. The x-axis depicts a range from high centralization to

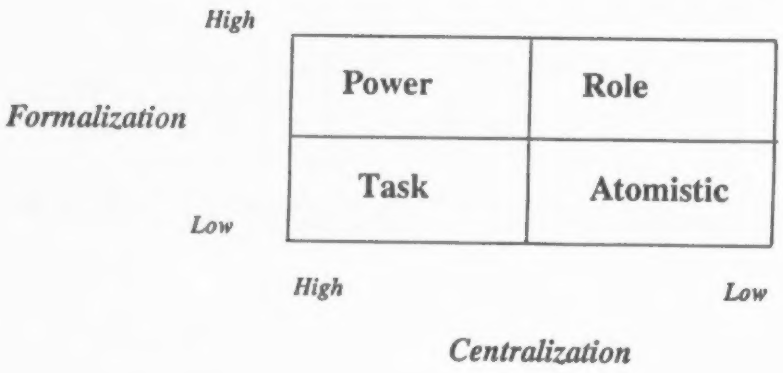

Figure 6. Harrison's Taxonomy of Organizational Culture

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low centralization, while the y-axis illustrates a range from high formalization to low formalization. In the four quadrants, four cultures based on the organizational building blocks of centralization and formalization are identified: the task with an emphasis on consultation and cooperation; the atomistic culture with little formalization and little attention paid to the leader, i.e., garbage can management; the power culture with strong leadership and conforming behaviours; and the role culture where power is concentrated in the hands of few leaders and there is a clear structure. Research by Stamp (1981), Heydebrand (1973), and Kostecki and Mrela (1983) confirmed the existence of the four cultures. Although useful in examining culture, these appear to be more useful in examining organizational structure.

Cooke and Hartman's Typology

The Cooke and Hartman (1987) typology includes several key elements of previous typologies: roles, power, centralization, norms, formalization, human resources, expectations and values. Their typology is linked to and described in terms of behavioral norms, values and expectations associated with shared beliefs held by organizational members. Through the analysis of the results, the organization and sub-units can be categorized into a type of culture.

In the following discussion, each of the twelve organizational cultures found in the Cooke and Hartman framework is described. The first culture type is the humanistic-helpful culture. Here members are expected to be supportive, helpful and interested in the suggestions and ideas of others. The second is the affiliative culture which places a high priority on constructive interpersonal relationships and personal satisfaction. Culture three is the approval culture where conflicts are avoided and interpersonal relationships are emphasized.

The fourth culture, conventional culture, tends to be traditional and conservative and is based on rules, policies and guidelines. The fifth culture is the dependent culture where culture is hierarchically controlled and non-participative. Cook and Hartman (1987) noted that this culture required members to do what they are told to do and to clear all decisions with their superiors. The avoidance culture is the sixth culture. This culture does not promote rewards for success but it does punish failure.

The seventh culture is labelled the oppositional culture. Confrontation is present and negativism is rewarded. Criticizing the ideas and concepts of others achieves status, influence and power. Culture eight is the power culture, where culture is rigidly controlled and structured on the basis of resident power and authority. The ninth culture is the competitive culture which values winning and rewards members for out-performing one another. The win-lose framework of values is present. The tenth culture, the perfectionistic culture emphasizes persistence, hard work, and the appearance of competency by members. Cook and Hartman (1987) observed that this culture requires members to achieve narrowly defined objectives, by carefully monitoring everything, and above all by never making a mistake.

Cooke and Hartman (1987) identified the achievement culture as the eleventh culture. In this culture, achievements are encouraged, members are expected to set challenging yet realistic goals, establish plans to reach goals and carry out their assigned tasks with enthusiasm, problems are solved and customers well served and treated, and members think and behave in ways that are healthy and mutually beneficial to the organization and to themselves. Members are further expected to pursue excellence, take moderate risks, and know the business. The final identified culture is the self-actualizing culture that values creativity, innovations, quality over quantity and both task accomplishments and individual growth (Cooke and Hartman, 1987, p. 26-55).

The twelve cultures are identified through the use of a organizational culture inventory which measures values, expectations, beliefs and norms. While the typology profiles alternative cultures, it appears to over simplify the essence and meanings of a culture and it does not recognize the presence of subcultures or cultural interactions between various levels within the organization.

College Culture Typologies

Austin (1990), using Kuh and Whitt's (1988) definition of culture as "the collection of mutually shaping patterns or norms, values, practices, beliefs and assumptions that guide the behaviour of individuals and groups" (p. 61) identified four cultures present in colleges. Each culture describes the membership of faculty in one or more sub-cultures insofar "as faculty relate to students, conceptualize and organize their work, participate in institutional decision making, and balance disciplinary and institutional responsibilities" (p.61). The four cultures Austin identified are the culture of the academic professional, the culture of the disciplines, the culture of the academy as an organization, and the culture of institutional types.

Austin's Typology. The culture of the academic professional develops regardless of disciplinary specialization and institutional types. Many of these values serve to link the faculty across a range of disciplines, programs, and divisions. For academics, according to Clark (1985), Rice (1986) and Kuh and Whitt (1988), there are several bedrock values and concepts. These are the discovery, pursuit, production and dissemination of knowledge, truth and understanding in higher education; autonomy and academic freedom in teaching and research; commitment to intellectual honesty and fairness; and the establishment and maintenance of collegiality as an ideal framework for interactions, institutional decision making, and information dissemination. The last core value is the commitment to providing service to society.

Clark (1985) observed that while values of the academic profession create a 'super ethos', the nature of specific institutions and disciplines will determine how those values will translate into faculty behaviour and work (p.63). The embedding of these values will have implications for the character and purpose of the institution.

The culture of disciplines reflects the notion that disciplines are primary units of membership and identification within the academic profession and thus have the potential to create more differences than similarities (Clark, 1987).

The culture of the academy as an organization focuses on the distinction between sub-organizational units and the overall organization, as well as the relationship between subordinates and superordinates. Corson (1979) stated that "faculty have been willing to trade higher financial rewards for the opportunity to work within an atmosphere of autonomy and collegiality (p. 65). Within the college structure, the duality of governance and leadership tends to isolate or buffer academic units from the rigors of traditional bureaucratic structure and management. The central goals and values in the unit or academy are excellence of work and sharing of knowledge.

The culture of institutional types is identified with the nature of the institution. The institution defines its mission, goals, governance structure, leadership style, curricular structure, academic standards, faculty characteristics, student - faculty relations, size and location, and physical environments. Each institution is unique and thus develops a unique culture and sub-cultures. Austin (1990) noted that "institutional administration and governance patterns play a significant role in shaping organizational culture, and, in turn, faculty behaviour" (p.66). She further commented that "culture of an institution (as defined by both its individuals and by its type) is a strong force affecting faculty values and activities" (p. 67).

Bergquist's Typology. Bergquist (1992) offers a similar perspective suggesting that college culture can only be understood in the context of its historical roots, its multiple representations in many different aspects of campus life, and its embodiment in actual ongoing campus operations. Bergquist's four cultures of an academic institution are: the collegial culture; the managerial culture; the developmental culture; and the negotiating culture.

The collegial culture "finds meaning primarily in the disciplines represented by faculty in the institution" (Bergquist, 1992 p. 4). The culture values faculty research, scholarship and a quasi-political governance process. It holds what Schein (1991) refers to as untested assumptions about the dominance of rationality and "conceives of the institution's enterprise as generation, interpretation and dissemination of knowledge and the development of specific values and qualities of character among young men and women who are future leaders of our society" (Bergquist, p. 5).

The collegial culture reflects Birnbaum's (1988) concept of a loosely coupled culture which stresses autonomy of work and a diversity of perspectives about tasks and behaviours. Faculty in this culture generally participate in informal, non-hierarchial and usually long term relationships, since faculty are not generally very transient in their careers. Bergquist (1992) noted that changes in this culture are due to quasi-political negotiation, usually behind closed doors. Faculty members exhibit collegiality but with a propensity for independence. In this culture, leadership is often associated with committees, group activities, and autonomous academic activities or formal associations.

This culture is influential in controlling its membership, and by its influence over the socialization and instructional process through establishment of values, beliefs and norms. In most colleges, Bergquist (1992) suggests the collegial culture is prominent and usually in opposition to the managerial culture.

The managerial culture, according to Bergquist (1992), is centred on the organization's efforts to organize, implement and evaluate work directed toward specific goals, objectives and the college mission. The culture values management skills and fiscal responsibility. Bergquist noted this culture:

> Holds untested assumptions about the capacity of the institution to define and measure its goals and objectives clearly; and that it conceives of the institution's enterprise as the inculcation of specific knowledge, skills and attitudes in students so that they might become successful and responsible citizens. (p.5)

The managerial culture holds that there is a separation between the design of instructional materials and the act of teaching. Managerial people expend energy in the development of instructional objectives, materials, sequencing and developing linkages to the instructional faculty member. Bergquist (1992, p. 58) observed that, "the faculty member is usually considered dispensable in the role of teacher and acts in the role of instructional systems manager."

In this culture, management is drawn to focusing on the overall educational process and the welfare of the student rather than on any single discipline. In a multi-disciplinary college, there is an increasing need for administrative services to support the diverse demands of the managerial college mission. One factor contributing to the presence of a dominant managerial culture in recent decades is the demand for retrenchment resulting from external forces and declining resources. Management has been forced to reconcile survival with the values and beliefs of the powerful collegial culture.

The third culture is the developmental culture. Bergquist (1992) described this culture as focusing on the creation of programs and activities which further the professional and personal growth of college staff. The culture values openness, service innovation, creativity and research. Bergquist stated that the culture:

> Holds untested assumptions about the inherent desire of all men and women to attain their personal maturation, while helping others in the institution become more mature, and that its conceives of the institution's enterprise as the encouragement of potential for cognitive, affective and behaviourial maturation among students, faculty, administrators, and staff. (p.5)

In this culture, faculty and other staff are asked to re-examine their own growth and development in an effort to improve their service performance. Supporting such effort in this culture are three initiatives: faculty development; institutional research; and organizational development. Each initiative leads this culture in a constant search for excellence and innovation.

The fourth culture identified is the negotiating culture, founded on the principles of equitable and egalitarian policies and procedures for the distribution of resources and benefits within the college. The culture values staff negotiation, confrontation and bargaining and relies in part on power, empowerment, and a mediation process which may be rooted in political and social attitudes. The culture assumes that administrators and other staff act rationally and responsibly. Faculty believe that change in the college can only be accomplished "through confrontation and the effective use (or more often, withholding the use) of prized resources" (p. 129). All aspects of staff realities are open for negotiation (e.g., collective bargaining), thus developing unique subcultures each complete with its own values and beliefs and shifting parameters.

While Austin (1990) and Bergquist (1992) seem to describe cultures as distinct, each agrees that one will likely be dominant with the others present in varying degrees of strength. They further agree that there is a classic struggle between the administration group and the other three types, which in turn lends to the identification of cultural characteristics.

Organizational cultures can be viewed through various typology lenses, each providing a method for assessing and interpreting the unique characteristics and nature of the organization. Each of the typologies offers broadly similar elements and approaches to examining an organization although the apparent focus and typology labels vary. The Cooke and Hartman (1987) typology offers a broadly based classification appropriate to various organizations while Austin's (1990) and Bergquist's (1992) frameworks offer a valuable perspective for determining the nature and type of the dominant culture and subcultures within academic institutions.

Leadership and Organizational Culture

Culture is created, fostered and managed by leaders. It is embedded and strengthened by leaders. While not the only force in culture development and evolution, leaders are critical to its formation. The dynamics of culture development make it clear that leadership is intertwined with culture formation, evolution, transformation, and destruction (Schein, 1991). Schein further noted that "the unique and essential function of leadership is the manipulation of culture" (p. 317). Leaders internalize cultural assumptions, norms and standards, embedding them gradually and consistently in the missions, goals, structures, clients, and working procedures of the group (Bolman and Deal, 1991; Schein, 1991; Tierney, 1990). Schein observed that the leader requires both a vision and the ability to articulate and enforce it.

Hickman and Silva (1984) commented "You [the leader] must understand that you cannot succeed without laying a strong foundation of strategic thinking and culture building" (p. 25), and "The marriage of strategic thinking, management processes and corporate culture building requires that leaders not only cultivate broad visions but master the skills to implement that vision" (p. 25). Visionary and value-laden (cultural) leadership needs to recognize that both offensive and defensive skills are required if leaders are to proactively manage versatility and focus while simultaneously integrating skill and patience in the creation of lasting excellence and survival. Visionary leaders mine organizational culture and resources to invent futures in their pursuit of excellence (Peters & Waterman, 1982).

According to Schein (1991), there is clearly considerable administrative effort at, and concern with, synthesizing the organizational variables of effectiveness, efficiency, structure, strategic planning, staffing, politics, and organizational culture.

Baldridge (1978) indicated that there are significant differences between business and academic organizations. Academic organizations have goals which are diffuse and ambiguous rather than clear and concise. Academic organizations have professional staff who identify with disciplines and work autonomously, rather than identifying with the organization (even while being closely supervised and controlled). Contemporary academic organizations appear to be moving toward more businesslike organizational structures and practices.

To what extent does senior management influence organizational performance? It has been generally accepted that leaders have a significant, crucial impact on performance (Bennis, 1989; Hickman & Silva, 1984; Morgan, 1986; Peters & Waterman, 1982). Research by "contextualists" over the past decade has brought this assumption into question. Lieberson and O'Conner (1972) cited evidence that organizational inertia rather than leadership is what makes the difference. Critics of the evidence focused on the methodology as being inadequate and insufficient to support their contention. Lieberson and O'Conner report that leadership had only a marginal and low apparent effect on the organizational performance indicators. Supporting this observation, Hambrick and Mason (1984) state that "the apparent effect of leadership was nil" when compared to other variables (p. 194).

A further study by Pfeffer and Salanick (1978) reports that studies estimating the effects of leaders found leaders account for about 10% of the variance in organizational performance. They went on to observe that this is in striking contrast to the 90% of intellectual effort of other staff. Contrary evidence is reported in Weiner's (1978) replication study of Pfeffer and Salanick's research. Weiner, and Weiner and Mahoney (1981) suggest that performance-indicator analysis needs to be sensitive to the sequence or order of treatment and impact studies. That is to say, performance variables need to be analyzed in the context of immediate versus delayed or direct versus indirect impacts. Administrators are often physically remote from the core; therefore, direct outcome variable measurement can be misleading. Performance or effectiveness measures and variables must be closely coupled to immediate leadership as well as to the total organization. This implies a need to ensure that organization-specific variables and influences are identified and evaluated within the organizational context.

The literature suggests that leadership, performance, structure and organizational culture are clearly linked (Killing & Fry, 1989; Kotter and Heskett, 1992; Peters & Waterman, 1982). Organizational culture emerges out of the organization's history, geography, technology, management preferences, systems, staffing, rituals, myths, ceremonies, stories, heroes, values, and assumptions (Schein, 1991). Each organizational culture is unique and pervasive. Culture can be described with various adjectives such as rational, coherent, frenzied, cranky, hostile, creative, innovative, or uncompassionate. The descriptors attempt to define the essence of what the organizational culture is rather than describing the more superficial characteristics. Thus, the role of the leader is critical to the development and management of a culture.

Bennis (1989) pointed out that in recent years leadership theories have "evolved through traditional theories toward the contemporary of leading subordinates through vision, values, commitment, authority and empowerment. It (leadership) gives pace and energy to the work and empowers the work force" (p. 22). Organizations' strategies and structures have become more ephemeral than they used to be. Now they rely on culture to bond them together. As the organization becomes more complex, there is a propensity to rethink the role of the leader in new frames of reference. The new frame must include the leader as culture giver, epitome of behaviour, giver of meaning, moderator of culture, and, finally, custodian of the culture.

In searching for the linkage between leadership and culture, Bennis (1989) stated that "people in authority must be social architects, studying and shaping what we call the culture of work, examining the values and norms of organizations and the ways they are transmitted to the individual, and wherever necessary, altering them" (p. 155). Morgan (1986) reported that the link between leadership and culture provides insights into the relationship of cause-effect in organizational behaviour. Leaders do not have a monopoly on the creation of culture, but they do have the opportunity to develop value systems and codes, or norms of behaviour, for the group. Morgan further commented that "culture is not something that is imposed on a social setting. Rather it develops during the course of social interaction" (p. 127). Leaders must recognize and internalize this point.

Leaders need to move from extensive use of precedents and limited use of judgment to the current state of considerable use of judgment and less reliance on precedence. Morgan (1986) and Birnbaum (1988) agree that leadership is the ability to choose the right things at the right time. Contemporary thinking suggests that just because the individual components or units work well, this does not mean that they will fit together well enough to make the total organization perform effectively (Birnbaum, 1988). Schein (1991) concluded that individual and organizational performance cannot be understood without taking into account the organization's culture. Organizations need leaders who can provide a pervasive and durable sense of purpose and direction, rooted deeply in human values and the human spirit.

Structure and Organizational Culture

The culture of the work and the organization's structure must contain intangibles which encourage fit or congruence to create a harmonized, effective, and efficient organization. Bennis (1989) identified examples of intangibles, such as opportunities for everyone at every level to learn in order to maintain and improve job satisfaction, a stated code of ethics to establish and maintain probity and behaviourial norms, and a means to resolve differences and conflict. The structure is identified as individual job relationships, responsibilities, accountabilities, and authorities, as well as the contextual relationships within and external to the work unit.

In shaping the structure, the leader develops and manages organizational cultural characteristics through role modelling, symbolism, ceremonies, rituals, myths, heroes, mission statements, goals and objectives, organizational strategies, structural designs, formal communications, and leadership styles. Robbins (1990) concluded that culture can be an effective substitute for formalization as seen in academic organizations. The stronger the culture, the less need for high formalization, centralization, and implicit control. Robbins also observed that "a strong culture can be a liability" (p. 442) since it can help create and reinforce behaviour consistency while at the same time encouraging inflexibility in responding to structural or environmental changes. Hickman and Silva (1984) reported that strong cultures depend on long-term commitment, competency and consistency (p. 250). They observed that when leaders let the organization wander opportunistically without taking the organization's culture into account, they end up with weak, fragmented cultures that are incapable of growing or supporting the organization or its structure.

If the contention that leaders do create and/or influence organizational performance within their immediate environments is valid, then, according to Wilkins and Ouchi (1983), performance is also significantly influenced by structure and culture.

Morgan (1986), Deal and Kennedy (1982), and Peters and Waterman (1982) reported that a strong culture will be positively associated with high-performance organizations. This potency factor links 'cultural fit' to several factors, including the philosophy or mission of the organization, management preferences and selection, structure configuration, the labour force, and the strategic plan. Robbins (1990) commented that organizations seeking the 'fit' must recognize that strategic changes require policy changes, which cannot be accommodated without culture modifications. Schein (1991) noted that some organizations "cannot implement those strategies because they require assumptions, values, and ways of working that are too far out of line with the organization's prior assumptions" (p. 30).

Mintzberg (1989) in his discussion on configuration of organizations stated:

> Configuration represented harmony, consistency, fit. The organization knows what it must do and how; the structure, the distribution of power, and even the culture are clear - you can quickly tell the difference, for example, between a machine and an innovative organization (by who greets you at the door, how he or she is dressed, what the

> offices - or space in the absence of them - looks like). (p. 263)

He noted that this creates strength and weakness in the organization and added, "But there is no known medium to block the influence of an organizational culture" (p. 263).

Clearly, structure, leadership behaviour, and culture are intertwined, creating the direction, identity, essence, and activity level of the organization and its members.

Conceptual Framework

The purpose of this study is to examine the organizational culture within a community college and the linkages between organizational culture, organizational structure and leadership. In this section, the conceptual model for the study is described.

Tierney (1988), Peters and Waterman (1982), and Austin (1990) all support the position of Kottler and Heskett (1992) that the culture of an organization is pivotal in determining the success of the organization's efforts. Furthermore, leadership efforts, by nurturing organizational frameworks and processes to accomplish organizational goals intentionally or unintentionally sustain and influence organizational culture. In response, employees and subgroups interpret, internalize, and implement organizational goals while adding their own cultural aspects to the culture or subculture. The conceptual model (Figure 7) is an attempt to link these ideas together.

At the core of this conceptual framework is the theory that post-secondary institutions are not monolithic structures or cultures but variegates, composites of values, assumptions and other characteristics. They possess a dominant organizational culture and various subcultures (Clark, 1987; Schein, 1991; Meyerson and Martin, 1987; Peters and Waterman, 1982; Tierney, 1990).

The framework illustrates three conceptual dimensions. These dimensions were selected to allow for the intersection and linkage of three significant considerations; (a) cultures and subcultures, (b) levels of culture, and (c) organizational relationships. The first dimension, organizational culture and subcultures, highlights the holistic organization but includes the dominant culture and subcultures. Interfacing with this dimension is the second dimension, levels of culture which, in turn, serve to identify specific culture characteristics (derived from Schein, 1991). The third dimension links both the organizational culture and subcultures and levels of culture dimensions to organizational structure, and leadership.

Organizational Culture and Subcultures

As writers such as Birnbaum (1988), Bergquist, (1992) and Chaffee and Tierney (1988) confirm, institutional organizational cultures in higher education are generally

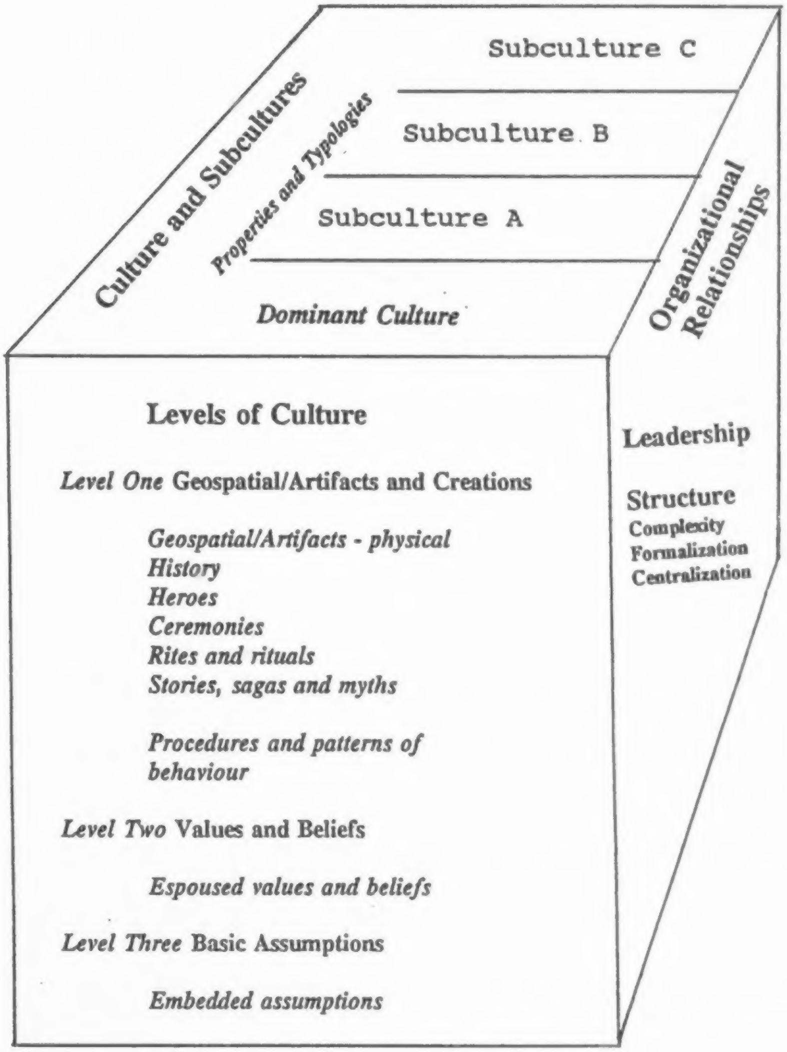
Subculture C
Subculture B
Subculture A
Dominant Culture
Culture and Subcultures
Properties and Typologies
Organizational Relationships
Leadership
Structure
Complexity
Formalization
Centralization
Levels of Culture
Level One Geospatial/Artifacts and Creations
Geospatial/Artifacts - physical
History
Heroes
Ceremonies
Rites and rituals
Stories, sagas and myths
Procedures and patterns of behaviour
Level Two Values and Beliefs
Espoused values and beliefs
Level Three Basic Assumptions
Embedded assumptions

Figure 7. Conceptual Framework for Organizational Culture

loosely coupled. Inherent are subcultures which are linked to the dominant culture. These subcultures are frequently neither planned nor controlled by top management but are important to understanding the overall institutional culture. Graves (1986) and Van Maanen and Barley (1984) support this notion observing that, in addition to dominant cultures, there are subpopulations with discernible characteristics. Further, these characteristics are attributed to beliefs and values concerning ways in which the organization expects subpopulations to behave and how they can attain their own goals. For example, Van Maanen and Barley note that "Professionalization brings together employees with occupational identities and ideologies that set them part from other employees" (p. 40).

The subculture phenomenon is exacerbated where loose coupling occurs and when there is a relaxation of formalization which, in turn, fosters acculturation. Each subculture or group develops its own manifestations and interpretation of the organization’s mission. This potentially has the power to create the ritual of boundaries whereby the subculture ignores others while becoming protective of its territory. Also, the attempts by subcultures to develop a separate identity may actually bolster the dominant organizational culture and become an organizationally specific asset.

The literature review described the potential use of typologies for understanding the prevailing characteristics of an organization. While the "type casting" of an organization can be somewhat illusory due to subcultures and changing environments, a classification scheme nevertheless provides a broad indicator of perceived organizational self-image and values and norms. Austin's (1990) and Bergquist's (1992) typologies were chosen to provide the basis for typology identification for this study. Austin identified four academic cultures, namely; culture of the academic professional, culture of disciplines, culture of the academy and culture of institutional types. Bergquist described four cultures, namely; the managerial culture, the collegial culture, the developmental culture and the negotiating culture. These are other forms of culture. In both instances, the managerial or institutional type culture is likely to be dominant, but all others are present as subcultures. Although Austin's and Bergquist's typologies are similar, the study used Bergquist's as the guiding typology.

Levels of Culture

As discussed in the literature review, Schein's (1991) model demonstrates that an organization's culture will possess sequential levels of culture which create and reflect participants' understanding of their culture. The sequential levels are (a) geospatial/artifacts and creations, (b) values, norms and beliefs, and (c) basic assumptions. Schneider

(1990), Martin and Siehl (1983), Austin (1990), and Weick (1987) all concur with Schein's model, as well as with the observation that the several levels or layers were present with fuzzy and transitory boundaries between the conscious, behaviourial, explicit and visible elements in the artifact level and the unconscious, interpretive, implicit and invisible elements at the assumption level.

Organizational Relationships

An organizational culture is resistant to change, incremental, adaptive and constantly in flux. Also patterns of behaviour, values, meanings and assumptions are recognizable and measurable (Meyerson and Martin, 1987). It is clear that leadership and structure are both manifestations of and constraints on organizational cognition, values, and behaviours, and that the dominant culture and strategy can be viewed both as an outcome and a determinant of interaction and ideas of the organization. Chaffee And Tierney (1988) observed that "structure influences leadership by way of historical context" and that institutions require structures to enact both formal and informal aspects of the culture to achieve its goals and mission. Leaders also play a role of organizational understanding allowing them to create or influence its structure and environments.

Leadership is critical to the development of a stable and productive culture. As is confirmed in the literature, senior leaders in academic organizations face the difficulty of managing a loosely coupled organization where subcultures and work units are frequently buffered by middle management. The transmission of culture therefore must be more deliberate and purposeful. Leaders must reflect and exhibit the deeper assumptions present in the organization and deliberately entrench them in the organization.

An organization's structure is closely linked to leadership and culture. Leaders influence the structure which in turn provides the opportunity for individual involvement and interactions. Structure provides the means for defining responsibilities, authorities, decision processes, individual job relationships, accountabilities, communication systems and the organization's contextualization within internal and external environments. The structure contains the three dimensions of complexity, formalization and centralization. Leaders can create an autocratic and bureaucratic organization with high formalization, high centralization, and varying complexity which produces a weak culture, or they can develop a decentralized organization with low formalization thereby creating a strong and adaptive culture. The latter is the general model in academic organizations. Leaders in academic organizations must recognize the need for a "culture and structure fit" to the organization's mission. This research framework includes these interactive relationships.

The conceptual framework for this study is designed to allow for the examination of an organization's culture through, first, the characteristics of its dominant culture and subcultures, second, the indicators of culture, typologies, properties and levels of the culture; and third, the linkage of leadership and structure to organizational culture. Based on this conceptual framework both qualitative and quantitative instruments were employed to construct a case study of a college's culture and subcultures.

Chapter Synthesis

The focus of this review has been on perspectives of organizational culture including the properties, models and typologies of culture, the role of leadership in the creation and manipulation of culture, and on the interrelationship of organizational structure and culture. Based on these writings a conceptual framework for this study was delineated.

There is an abundance of definitions and perspectives describing the nature of organizational culture. Upon closer examination, it is clear that there are common threads in the definitional elements or factors for the concept of culture, including the presence of geospatial artifacts, values, norms, assumptions, myths, stories, sagas, rites and rituals, ceremonies, procedures and processes. There is no disagreement that an organization possesses a dominant culture, subcultures, and the potential existence of countercultures.

Support for the theory that leaders create and manage the organization's culture through its development and internalized roles, missions, norms, values, procedures, shared meanings, purpose, definitions of taboos, rules, and structural mechanisms is provided in the literature. The interlocking influence of leadership, structure and culture is a dynamic and pervasive in the evolution of the college culture.

Culture exhibits several properties relevant to its understanding and analysis. The literature reveals four significant properties. The first is uniqueness; organizational culture and subcultures are distinctive and indigenous to that specific organization. At the same time, some features, elements or manifestations are common to most cultures namely, the importance of leadership and structure. The second property is adaptativeness and self regulation, which is the tendency of the organization to organize itself and control itself. This process is sometimes referred to as autopoiesis.

The organization creates realities and appropriate processes by which to accomplish those realities. In doing so, the organization develops cultural features (namely, dominant values and beliefs) that assist in maintaining stability and purpose and in coping with uncertainty. The third property, as described earlier, is strength of the culture. Leaders influence and direct the extent of formalization and complexity. The strength of the culture is affected by the size of the organization, the life stage of the organization, significant past events, and the extent of embeddedness of value, belief and assumption systems. Clearly, the strength of the culture influences the extent of participant commitment and sense of belonging. The fourth property is the health of the organization. There are numerous quantitative and qualitative indicators for measuring the perceived level of health of an organization. Some identified measures include worker attitude, market share, communication process, human resource development, job satisfaction, staff development systems, turnover, stress levels, absenteeism, accident rates, authority, value and norm systems, reward systems, client satisfaction, and sanctions. Collectively and separately, these provide indicators of the nature and quality of the culture and organization.

Numerous contemporary culture models found in industry and higher education were reviewed and several are widely accepted and appropriate for this research study. The models examined were Schein's (1991) levels of culture, Steinoff and Owens' (1989), with its six interlocking dimensions, and Schneider's (1990), concentric layers model. There are a number of common threads present in the models, namely, common manifestations and the idea that culture has sequential levels, layers or dimensions. Embedded within each model is the concept that, at the core of the culture, there are manifestations which are invisible and less decipherable. As one moves away from the core, the manifestations become more visible and decipherable. Thus the researching of a culture is challenged by the difficulty of determining the core assumptions and beliefs.

In the study design, the ability to classify the organization and provide a profile was considered beneficial. A number of typologies of culture were identified in the literature. The first was by Quinn and McGrath (1985) which identified four generic cultural types, namely the rational culture, ideological culture, the consensual culture, and the hierarchical culture. The second was Harrison's (1972) taxonomy of organizational culture along the two dimensions of centralization and formalization. Harrison's approach followed traditional theories of organizational design but it also included organizational complexity. The third approach, by Cooke and Hartman (1987), focused on identifying twelve cultures through questions about participant norms and values. The last two typologies addressed cultures in higher education organizations. The first was Austin's (1990) which suggested the existence for four cultures, academic professional, disciplinary, academy, and institutional. The second was Bergquist's which offered four cultures: managerial culture, collegial culture, developmental culture, and the negotiating culture.

Each of the typologies could be applied to this research setting. Because this study is of a college culture, two typology approaches, Austin and Bergquist, were chosen. Both approaches include a focus on values, beliefs and norms, and they are explicitly oriented toward institutions of higher education. Bergquist's typology was selected because of its currency and fit to the study framework and design.

The understanding and embedding of culture was examined to determine how and why cultures develop and how they sustain themselves. The literature identifies several issues important to the acculturalization process, including the adaptation process, individual and group interactions and relationships, mission and goals, rewards, leadership behaviour and the organizational structure. Given that culture changes slowly, the understanding of current characteristics allows for a diagnosis of strengths and weaknesses and the potential for corrective strategies. The cautions required to explore and understand organizational culture were identified. Significant cautions included the potential to treat culture from a superficial perspective, the understatement of the importance of culture to the dynamics of an organization, the danger of treating culture as a whole rather than the sum of the parts, and finally, regarding the culture as a reflection of the surface and visible manifestations. The design of this study, while holistic rather than specific, is mindful of the need to examine as many manifestations and levels as possible.

The review provides a theoretical foundation based on the identification and discussion of the characteristics, relationships and typologies within which to examine culture in a conceptual framework. The conceptual framework allows for the examination of a complex organizational culture and its subcultures, and the interrelationships between leadership, structure and culture. It also allows for a way to design a meaningful research methodology.

Chapter 3

RESEARCH METHODOLOGY

In this study the manifestations of culture within a loosely coupled and complex post-secondary public college are examined. The research design is a descriptive case study, hence the foci of the research are things, events, acts, relationships, meanings, and the interaction of individuals and groups. Merriam (1988) argues that a case study is appropriate to the examination of an event, a process, institution or social group. Furthermore, a case study as a basic design "can accommodate a variety of disciplinary perspectives as well as philosophical perspectives on the nature of research itself (p. 2) while Guba and Lincoln (1981) stress the representative nature of a case study, explaining it is "to reveal the properties of the class to which the instance being studied belongs" (p. 371). Macdonald and Walker (1977, p. 181) stress the uniqueness of the situation, observing, "it is the examination of an instance in action."

In this study, the perspective was primarily qualitative but incorporated quantitative measures of the extent to which various perspectives were entrenched. Merriam (1988) supports this approach observing that a case study can include qualitative and quantitative data and Guba (1982) agreed arguing that "One can use both quantitative and qualitative techniques in combination whether the paradigm is

...naturalistic or traditional (p.31). Merriam observed that qualitative case studies rely primarily on interviews, observations and documents but can also "include data gathering by a survey instrument" (p. 8). Sieber (1982) argued that survey data contributes to: the understanding of field observations resulting from limited field observations, the verification of fieldwork, and correcting or guarding against assuming that a situation fits an emerging theory, and that survey results can enlighten observations. Chaffee and Tierney (1988) and Kidder and Fine (1987) concurred concluding that the use of both methods as a way of cross referencing data enhanced accuracy and trustworthiness.

The case study approach was particularly appropriate for this study. The qualitative methods of data gathering focused on descriptions and explanations about the college's culture while the quantitative survey approach sought to assess a number of variables across a large number of college employees who would otherwise be unreachable and excluded from the study. The survey also sought expressions of opinion and belief which might support or refute data collected through qualitative methods within the bounded system of the college.

The design of the study provided for the identification of aspects of the organization's culture in order to explain relationships and a basis for college leaders to consider future actions.

Methodology

In this study, two methods have been used to uncover data from alternative vantage points, qualitative research which sought to reveal the essential character, nature and meaning of something, and quantitative research which assumed meaning and attempted to measure it. Five specific research strategies were used to obtain the data required to answer the questions cited earlier and to provide for triangulation. These included (1) documents, (2) semi-structured interviews, (3) focus groups, (4) questionnaires, and (5) observations.

Documents

Holsti (1969, p.1) defined documents "in the broad sense of communication" while Goetz and LeCompte (1984, p. 153) referred to documents as artifacts suggesting that documents covered the range of written and symbolic records of a social group. In this study, an analysis of the accessible and available historical data was undertaken to identify the significant symbols, events and acts since inception of the college. The analysis of the historical documents sought to reveal data about the evolution of the college's organizational culture and its subcultures. Since this college has experienced several distinct eras of evolution, the document analysis provided a context for understanding past and current cultures.

Interviews

The second method was the individual interview which is one of the principal means of collecting data for social researchers (Morgan, 1988) and is "an almost indispensable tool in the tactics of the naturalistic inquirer" (Lincoln and Guba, 1985, p. 155). McGuire (1988), Chaffee and Tierney (1988), and other writers point to the interview as a discussion with purpose and direction.

Bogdan and Biklen (1982) suggest that the interview provides descriptive data through which the researcher develops insights and discovers how participants view their world. Hence, in this study interviews were a major data gathering technique in the development of an accurate understanding of the culture. The interviews were semi-structured allowing the participants to espouse their views and interpretations of the culture at the college and work unit levels.

Initial questions for the semi-structured interview were developed from meetings with the Council of Deans, the document review, models from the literature review and in conformity with the research questions. Because of access time constraints, the individual interviews were limited to personnel at the senior administrative levels; president, vice-presidents and deans/directors. Based on Schein's three levels of culture, questions were directed at perceptions held about significant past events, symbols, values, myths, rituals, rites, sagas/stories, heroes, operating processes, and the development and perceived characteristics of the college culture. Audio-taped interviews lasting from one hour to one and one half hours were completed and later transcribed.

Focus Groups

The third data gathering method was focus groups. Morgan (1988) notes social scientists use focus group research to "produce data and insights that would be less accessible without the interaction found in a group" (p. 12). The "focusing" encourages and directs participants to concentrate on the central issues rather than drift to less relevant areas (Merton, 1987; Morgan, 1988).

The focus groups were designed to involve three participant-group levels. The first group level was all of the program chairpersons, or equivalents, within each respective division. The second level was composed of groups of faculty members and groups of non-academic members of staff while the third was the special groups. Except for the focus groups of chairs where all chairs were invited, focus groups were developed through a stratified random selection process centered on work units and work divisions. Faculty and non-academic focus groups had ranged from 5 to 15 participants. The selection of participants was through a random selection of names from personnel lists for each work unit. In all 13 focus group sessions were held. The 13 groups are listed in Appendix B.

The purpose of the focus groups was to explore dominant and subculture values, beliefs, norms, assumptions, rites, rituals, ceremonies, myths, stories, legends, acronyms, and heroes. Focus groups also served to clarify or refute questionnaire responses.

Three additional special focus groups were developed. The first was an informal student group of students chosen at random in the halls and cafeterias. This group provided their perspective on the college and student culture. The second group was the Board of Governors while the third was a group of instructors identified as having received an award for "instructional excellence." Focus group activities occurred during the three months following the interviews. Each session was approximately an hour to one and a half hour in length. All focus groups were audio taped for analysis. To ensure validity, the audio tapes were listened to simultaneously by the researcher and a research assistant and independently recorded into theme areas and a comparison check made before the data were transferred to data cards.

Questionnaires

The fourth data gathering method was a questionnaire. Alhough not the primary data source, it was intended to encourage anonymous and confidential input by employees who otherwise would not be able to participate in the study. It was designed to measured levels of intensity of employee-held perceptions and values, and to provide information which would clarify, validate and supplement focus group and interview data. The questionnaire also served to explore the usefulness of this instrument as a means of assessing cultural perceptions, levels of understandings, and organizational processes in a higher education organization. After considering numerous questionnaires for appropriateness, a decision was reached to develop a new questionnaire. Six existing questionnaires were selected as containing questions appropriate to this study. These were the Grant MacEwan Community College Governance questionnaire developed in 1991; the University of Nevada's 1990 Organizational Culture Assessment Inventory; the Institutional Performance Survey developed by the National Center for Higher Education Management Systems in 1989; and the Organizational Culture Survey developed by Harris and Moran in 1991.

Permission to utilize all or part of the questionnaires was sought from and provided from the authors. The 143 question questionnaire was designed to measure variables within several theme areas including: overall organizational assessment, overall leadership, perceptions about senior management leadership as seen by chairs, managers, administrators and other first line supervisors, self perceptions held by chairs, managers, administrators and first line supervisors about their own leadership, adaptation, decision making, rewards, structure and communications. The questionnaire included six open-ended questions on college history, myths, stories, symbols, heroes, values, beliefs, taboos, expectations, customs and rituals.

Observations

The fifth method was through observating and living the experience of the college's culture. The method included informal visitations to staff and students in a variety of settings, attending meetings and briefings, and participating in social functions. It also including observing staff and students in an unobtrusive manner and at a distance. Notes taken served to provide openers for conversations and discussion questions for focus groups.

Participants

The college in this study is a Canadian public community college. For the purposes of this study, pseudonyms have been used for college staff members and the college named Brookview college. The college includes a main campus and a satellite campus in the urban core of the city and offers seventy-six diploma and university-transfer programs clustered within six academic faculties. It has seven administrative and support divisions/units and employs approximately 1600 full and part-time staff. For the semi-structured interviews, 17 senior managers were selected, while the 11 focus groups were restricted to staff below the level of dean or equivalent and represented units or divisions. In addition, two special vested interest focus groups were included, namely, the Board of Governors and college students. The questionnaire was distributed to 1000 full-time and part-time staff.

Data Collection

The data collection process began with the individual interviews followed by the questionnaire and then the focus groups. The observation and document review process occurred throughout the data gathering phase of the study.

Documents

Documents analyzed consisted of the college's historical writings including calendars and internal memos, newspapers and clippings, and the college information file accumulated by the public relations department. Other items included artifacts on display - pictures, plaques, awards, etc. The documents were used to develop an understanding of the historical perspectives including historical periods, values and beliefs of the founders, past and recent presidents, periods of change, growth and turbulence, which created the foundation for the college's current and recent cultures. The data were grouped into themes and a chronology of the development of the college's culture.

Interviews

Administrators of the college were supportive and interested in the study from both an administrative and a personal perspective thus, they were open and very candid with their comments. Seventeen semi-structured interviews with the senior administrators were scheduled and completed during September and early October. Each interview was conducted in the office of the interviewee and lasted from one hour to one and one half hours. All interviews, with permission, were audio-taped for further analysis. The interview questions followed a format although the interviewee's responses often wandered in other directions depending on their candour and perspective of the question and college. During the interview, notes were made to bridge the conversation and the tapes, as well as to serve as a basis for other emerging questions and future interviews.

Focus Groups

The 13 focus groups proved to be very efficacious with the participants being open, candid and informative. There was a degree of suspicion about the session at the beginning of the sessions with faculty. Each session was held in a meeting room or classroom. At the beginning of each session, participants were re-briefed about the nature and purpose of the study, the purposes of the focus groups, the issue of confidentiality and anonymity, and then asked if they had any questions or concerns. When they were satisfied and comfortable, the session would proceed. Each session began with the same series of questions, although the resulting discussion varied according to the nature of the group. The approach used allowed the participants to express what came to mind rather than to respond to a totally forced agenda. The groups ranged in size from 5 to 15 participants. Each session was from one hour to one and one half hours long and audio-taped for further analysis. Notes were also made during the session to complement the session and provide questions for future focus groups.

Questionnaires

Participants for the questionnaire were randomly selected from within units in order to obtain representation from across the college. Mailing labels were developed and the addressed questionnaires were distributed to the college staff through the college's mail system in October. A follow-up reminder was sent out seven days later to remind and stimulate a higher return. The researcher also reminded staff that he would be on campus to respond to any questions or just to meet with those who might wish to discuss the questionnaire or the college's culture. Several called to express interest in the study and to offer comments about the college.

The profile of the actual sample and rates of return are provided in Table 1. The total sample of 1000 college participants was composed of all of the college's 628 full time staff, of whom 237 responded for a 37.7% rate of return,

Table 1

Questionnaire Profile

Sector	**Full time**			**Part time**		
	total sent	**total returned**	**%**	**total sent**	**total returned**	**%**
Administrators	58	34	58.6	0	0	0
Faculty*	210	92	43.8	372	25	6.7
Non academic/ support	360	111	30.8	0	0	0
Total	**628**	**237**	**37.7**	**372**	**25**	**6.7**

* includes 22 Chairpersons

and an additional 372 part-time staff of whom only 25 participants responded for a 6.7% rate of return. A follow-up with the part-time staff indicated many did not check their mail during the survey period or they did not feel a part of the college and were uninterested in completing the survey.

Observations

The fifth method of data collection was by participant observation at the college. This was accomplished by observing and recording the college setting through observation and discussions with staff and students. During the several months the researcher was on campus, observations were accumulated through informal visitations, walk-abouts and random discussions in offices, cafeterias, receptions, courtyards, presentations, lounges, theatres, various meetings and the college papers.

Furthermore, during this time period, college physical artifacts were identified and their meanings sought. The method served to capture wide ranging and diverse perspectives while increasing the understanding of shared meanings. Since to many, the researcher was seen as a college colleague, he was able to move about without being overly obvious.

At the suggestion of senior administration, several general articles about the nature and purpose of the study were published in the college papers prior to the study and at its conclusion. It was felt that the articles would be informative, threat reducing, create interest and raise awareness of staff concerning the data gathering processes.

The five methods of data gathering provided a tapestry through which the stands of the culture(s) could be woven to present a holistic picture of the college's dominant culture and subcultures. The resulting data base provided for an effective multi-faceted perspective allowing for data cross-referencing and cross-tabulation, as well as for developing a sense of the character of the college.

Data Analysis

The resulting data base was reduced in order to ensure verifiable conclusions. Data reduction was viewed as the process of selecting, focusing, simplifying, abstracting, and transforming the raw data (Miles and Huberman, 1984). Bogdan and Biklen (1982) offer an analysis process which included developing code categories. In this study code categories were developed to include themes, definitions of the situation, perspectives held by subjects, subjects' ways of thinking about people, objects, relationships and the social structure.

Interviews

During the interviews, audio tapes were made and subsequently transcribed. Corresponding notes made during the sessions were also analyzed. The interview transcriptions, notes, and observations were reviewed, sorted into categories, patterns and themes and placed on cards for analysis. Since there were 17 interview tapes to be transcribed, three experienced transcribers were used. To further ensure the accuracy of the transcriptions, five tapes were selected at random and audited by a second transcriber. No significant errors or omissions were found.

Focus Groups

Focus group tapes were listened to and the information sorted and recorded into patterns and theme areas. This part of the process required two people to ensure accuracy and auditing. The key data were regrouped into theme and study question areas in order to faciliate subsequent analysis.

Questionnaires

The returned questionnaires were reviewed for unusable or incomplete questionnaires. The data from questionnaires responses were transferred to a computer file by University of Alberta staff, and frequencies and cross tabulations obtained. The resulting overall data were resorted into identified themes and patterns. The six open questions which were focused on theme areas were placed in the appropriate section.

Thus, data from all sources was integrated into theme areas and patterns for analysis with the resulting information reported in the following chapters.

Trustworthiness of Data

This study of the organizational culture in a community college used both qualitative and quantitative approaches to examine and describe the culture and its relationship to structure and leadership. The multiple sources of data collection provided for the triangulation of results. The process allowed for the cross checking of themes and inferences drawn from one set of data against another (Bogdan and Biklen, 1982; Chaffee and Tierney, 1988; Denzin, 1978). Chaffee and Tierney stated "Qualitative researchers can employ quantitative techniques as one way to triangulate their observations" (p. 201). Data from documents, questionnaires, interviews, focus groups, observations, and auditors were used in the triangulation process.

To ensure the trustworthiness of the research process, several concerns were addressed: credibility, dependability, confirmability, and transferability of qualitative data, and validity and reliability of quantitative data.

Credibility

Lincoln and Guba (1985) observed of credibility that the researcher must determine if the data bases are credible and believable. The very action of examining and reducing the data into themes and patterns creates the potential for data alteration. Lincoln and Guba suggested the use of "member checks." This strategy requires that participants review the data to ensure accuracy of meanings and interpretations. In this study, data reviews were held with selected key senior managers as member checks. Lincoln and Guba further suggested that member checks serve to recall or reveal addition evidence not present in the initial collection process.

In this study, the credibility of data was enhanced through several methodological processes including prolonged engagement, and referential materials. The prolonged engagement included an on-campus data gathering period of three months to acquire an understanding and sensitivity to the college culture and to uncover and validate data. Lincoln and Guba's (1985) referential materials, in this study, included documents, reports, physical artifacts and audiotapes.

The focus group audio tapes were reviewed simultaneously by the researcher and a research assistant to record themes and patterns on cards or flip charts.

Dependability and Confirmability

Reliability, according to Merriam (1988) is the extent to which the findings can be replicated. Since the finding relate to a human behaviours and perceptions which are ever evolving, the ability to replicate is somewhat limited although,

> Qualitative research, however is not seeking to isolate laws of human behaviour. Rather, it seeks to describe and explain the world as those in the world would interpret it. Since there many interpretations of what is happening, there is no benchmarks by which one can take repeated measures and establish reliability in the traditional sense. (p. 170)

Merriam also observed that replication of a qualitative study assuming that appropriate strategies where applied will not yield that same results but this does not discredit the original study. Lincoln and Guba (1985) offer the observation that what important is dependability and consistency of the results arising from the data.

Dependability of the data requires that sufficient data are acquired to provide for grounded findings. Yin (1984) noted that construct validity can be built into the methodology through the use of multiple sources of evidence to "essentially provide multiple measures of the same phenomenon" (p. 91). Each of the findings chapters were audited and analyzed by four college staff. These people who represented various levels or units within the college, were nominated and selected because of their knowledge and understanding of the college. The nominated staff were a senior executive, two faculty members and a support staff member who reviewed and commented on the "findings" of the study and determined if the findings chapters were a fair representation of the college culture, and whether there were any errors or omissions. Their observations and criticisms have been incorporated into the final chapters. Lincoln and Guba (1985) support this strategy stressing that a draft can be a catalyst for correction and validation.

Lincoln and Guba (1985) also suggested that confirmability is achieved through triangulation of data, reflexivity and an audit trail. The methodology in this study incorporated all three of these requirements.

In this study, college documentation, archival records, journals, reports, interviews, observations, questionnaires and focus groups provided the data base. The use of a consistent coding process for triangulation was recorded in on-going reference notes (Lincoln and Guba, 1982; Yin, 1984).

Transferability

For Lincoln and Guba (1981) and Morgan (1986) transferability refers to the presentation of the data in a credible format which enables readers to draw their own conclusions on the application and generalizability of the study. External validity, according to Merriam (1988) focuses on the extent to which the findings can be applied to other situations or generalizability. Guba and Lincoln (1985) noted that for a study to have any external validity, internal validity must be present.

Merriam (1988) argued that internal validity of a qualitative investigation is ensured through six basic strategies: triangulation, member checks, long term observation, peer examination, participatory modes of research and understanding the researcher's bias. In this study, these strategies were used as guidelines to the ongoing process of research. The external validity is limited to the interpretation of the finding by the reader and applied to their specific situation. Merriam noted of Wilson's (1979) observation that "reader or user generalizability involves leaving the extent to which a study's findings apply to other situations up to the people in those situations" (p. 177). The findings should include quotations, telling phrases, stories, descriptions, and narrations which richly describe the culture and relationships in order to enable transferability to subsequent investigations.

The research process has attempted to address the fundamental issues of adequacy in qualitative research by meeting the criteria for trustworthiness of the research process and data.

Validity and Reliability

The reliability of the questionnaire data was through the distribution of the questionnaire to all full-time and part-time staff. The survey excluded the Faculty of Continuing Education instructional staff as being inaccessible. Prior to distribution, the consciousness and awareness level of staff was raised through newspaper articles, briefings with leaders, staff groups, and associations. Leaders also encouraged their staff to participate. Follow-up activities such as reminder memos and individual and group reminders were made to enhance the return.

The validity of the questionnaire was accomplished through a face validity testing. This was done by selecting appropriate questions from existing and previously used questionnaires. The new questionnaire was pilot tested and modified through a review by the college's Institutional Research Department, several senior college administrators, University of Alberta colleagues and staff, and several outside disinterested people.

Assumptions

In this study several assumptions were made. First, acculturation is present and is a process whereby individual choice leads to active or inactive membership and participation in the dominant culture and potentially in one or more subcultures (Schein, 1991). That the dominant organizational culture is a subset of the culture of the larger society forms the second assumption. The dominant culture is a reflection to some degree of the values and norms of the larger society which it serves.

The third assumption is that culture has meaning at the individual level of interpretation. Schein, (1991) suggests that a person's idiosyncratic adaptation of cultural codes leads to a set of personal codes of relevance.

The fourth assumption made is that leaders do manage and influence culture and possess the capacity to create, shape and modify culture. The fifth assumption is that participant responses reflect actual practices and beliefs.

Delimitations and Limitations

This study was delimited to one college population during a specific temporal period. The findings are thus delimited to this institution, and generalizations to other higher education institutions should be made with caution. The study is delimited to the specific questions related to organizational culture and does not touch on governance issues except by inference.

Recognized limitations of the study were the willingness and ability of participants to identify aspects of the college culture and the researcher's ability to obtain and interpret the data. The study was also limited by the extent of confidential disclosures provided by participants.

Ethical Considerations

The executive management, the Council of Deans, the Faculty Association, and the Non-Academic Staff Association of the college on which the study is based gave endorsement and support to this project. To ensure that consideration was given to the ethics relating to confidentiality, individual rights, privacy, and anonymity, several guidelines were followed. First, the project was reviewed and approved by an ethics committee in the Department of Educational Administration, University of Alberta. Second, employees at the college were fully informed and advised that they were under no obligation to participate. Third, internal interest groups were informed and appropriate approvals sought and received. Articles describing the purpose of the study were published in several college newsletters.

Fourth, all interviews or focus groups were audio taped with the knowledge and consent of the participants. Prior to starting any session, participants were appraised of their rights, the nature of the study and their concerns were addressed. Fifth, questionnaires required no indication of source other than basic demographic information required for data segregation. Sixth, anonymity is as complete as possible. Pseudonyms have been used to disguise the college and its members. Seventh, in the event of the use of direct quotations, participants, where possible, reviewed and approved the usage. Sources of quotations are anonymous or unspecified such as from focus groups.

Finally, typists, editors and other persons related to the study were cautioned about ethical considerations and confidentiality. No college staff member had access to initial primary data.

Definitions

For the purpose of this study, the following definitions are used:

Administration: Any supervisory, managerial employee not covered by either the Faculty Collective Agreement or the Non-Academic Staff Association Collective Agreement.

Administrator: Selected positions within the college's hierarchy, specifically, president, vice president, dean, director, and manager. In this study, the term "administrator" excludes chairpersons as they are described as a faculty supervisory position.

Administrative support staff: Staff who are not supervisory or managerial and are not covered by any collective agreement.

Faculty: Those individuals described and covered by the Faculty Collective Agreement. This definition includes full-time and term-certain (sessional) faculty. In this study, the terms chairs and chairperson are synonymous with chairmen.

Formal leadership: The process of providing direction and influencing individuals or groups to achieve goals.

Non-academic staff (NASA): Anyone described and covered by the Non-Academic Staff Association Collective Agreement at the time of the study. This definition includes full-time and part-time staff.

Chapter 4

ORGANIZATIONAL CULTURE AND THE COLLEGE

This chapter contains the findings associated with the first research question of the study, as follows:

1. What are the current characteristics of the college's organizational culture?
    - 1.1 What critical events or processes have shaped the college's present organizational culture?
    - 1.2 What physical artifacts are evident?
    - 1.3 What symbols (stories, heroes, myths, norms, taboos, rites, rituals, and ceremonies) are evident?
    - 1.4 What values, beliefs and basic assumptions are evident?
    - 1.5 What subcultures are evident in the college? In what ways are subcultures(s) linked to work units/groups?

The chapter is organized around the five subquestions. Data collected by means of all four research methods, namely, observation, interviews, documentation analysis, and questionnaire survey were combined in providing answers to the research questions.

1.1. What critical events or processes have shaped the college's present organizational culture?

In 1909, The individual who was to become the college's first principal and a group of business and religious leaders identified a need for a college to serve the city. Two years later, their vision was realized when, in 1911, the college opened its doors for the first time. The college was a direct result of environmental forces as well as the inspiration and vision of the founder and first principal.

According to the college newspaper, the founding principal envisioned the college as:

> ...an educational institution which would serve as a cultural centre for the city, and which provided educational opportunities for children who did not have access to schools.

He further observed:

> There will always be an increased need for such an institution as Brookview college touching closely as it does, the personal life and ideals of its students and helping to make good Canadian citizens, irrespective of creed, nationality, race, or denomination.

In the beginning the college offered a residential education from elementary to high school levels and a Conservatory of

Music, Speech Arts and Dance to students in the city and immediate region.

The principal, according to stories, was confronted with the dilemma of a name for the fledgling college which was to be called the Pleasantville College. It is said that when the provincial premier called the principal requesting a better name immediately, the principal stared out his study window and, almost in desperation, said "Oh, call it Brookview College." And so they did.

Initially, the essence and activities of the college were guided by a local church's involvement in education as cited in a 1933 Education Society annual report:

> The trend towards the educational institutions of the church seem entirely due to the fact that a Christian people desire that the education of their children should be under the direction of Christian men and the influence of Christian principles.

The nature of the institution was further enhanced when the principal, after a tour of fifty-five institutions, stated to the Board:

> The presence of women in the college exerts a refining influence upon men and stimulates the scholarship of the institution. The presence of boys, I believe, stimulates the women, and renders them somewhat more self-reliant, without destroying their modesty and refinement.

Thus the college moved toward a co-education environment.

The 1914-15 college annual report reinforced this value:

> ... a boy joins a real democracy here, a democracy which kills snobbishness and raises him up to a standard of a good average manly man. What is true of the boy is likewise true of the girl in this regard. Brookview College is truly co-educational.

The nature of the college's early culture was further revealed in the 1920-21 calendar which set out the required dress and mores of the day "...at least three hours a day are given to rest, recreation and physical training...marching and figure formation will give an erect carriage and grace of movement." About this time, another significant event occurred. The principal's wife founded a club to interest women in adult study and broaden their horizons. This was the beginning of adult education at the college.

In 1925 the college became a secondary school of the United Church of Canada, following the amalgamation of the Methodist, Presbyterian and Congregational churches. This was concurrent with the development of the local city school district. The religious affiliation continued as an influencing force until the 1960's. The status of the college then changed to a public college operated by a public Board of Governors.

The nature of the college was influenced in 1931 by the creation of affiliations with both the provincial university and an out of province university resulting in its status as the first college in the province to offer university transfer courses. At the same time, the college ceased to offer elementary school programming, creating a significant shift in the nature of the institution.

In 1942 the first principal and founder retired and the college's second principal was appointed. He, like the first principal, was a religious leader and had served on the Board of Governors for some period of time. No significant change in leadership style was noted or reported.

During the next two decades, the college responded to environmental changes through the addition of a university transfer engineering program and a business administration program. The previous founding principal had passed away and a memorial building fund was created. The funds were applied in 1970-72 to the construction of an administration wing which in turn was dedicated to the memory of the principal. The new wing was part of the Lancaster campus.

In the mid-sixties, the college became a junior college and a public institution as a result of a change in provincial legislation. It established an affiliation through the university transfer program with the local university. During this time the college, according to some members of staff, possessed a sense of "family," "community," "sharing" and "collegiality" among staff and students. Staff suggested that this cultural manifestation most likely was a result of the college's relatively small size and its religious background.

By the late sixties, the college was experiencing considerable internal turbulence and excitement in anticipation of its move in 1972 to a new campus located in the outlying district of Lancaster. The move led to the community-held image that Brookview was a "commuter college." The new campus was situated between a light industrial area, a military base and a residential area well removed from the downtown core. It was somewhat difficult for students and staff to reach since the transportation infrastructure was yet to be developed.

Prior to 1972, the college had a small staff, few students and limited programming. It was tightly coupled through loyalty and collegiality and it retained many original values and beliefs. But the sense of "family" was eroding as the college began to evolve in size, as its clientele changed, and as it underwent modification in its formal and physical structure, leadership style, instructional models, mission and the change of location.

After 1972, the college grew significantly in physical plant size and layout, student numbers and academic programs. Significant was the college's transition from the traditional classroom-based instructional model to an open instruction model then back to the traditional instructional model. During this period, there were significant changes to the size of the full-time staff component. Also important was the formation of powerful internal political groups, namely, the Faculty Association, the Support Staff Association, and the Student Association.

The College Presidents

All of the college principals and presidents have left their imprint on the organization. In 1968, with the appointment of a new president, the title of principal was dropped in favour of president. Since then there have been four presidents, all of whom have influenced and shaped the current organizational culture. They have been characterized by the staff in different ways.

The first of the four presidents who guided the college for a period of eight years during the evolution of the new campus was perceived by staff as autocratic, invisible, "not to be trusted," yet hard working, and a builder. He was viewed as unresponsive to the needs of the college staff and students and as operating from behind closed doors. According to several deans, this president was preoccupied with the development of the new campus and the new instructional model. One dean observed that:

> He put his stamp on the institution as a builder and as a person who, at least, wanted to transform the curriculum to meet the needs that he perceived, and to do that in ways that he thought were more efficient and effective than had been the case in

> the more traditional mode that preceded him. He was not all together successful in that.

Coupled with the trauma attached to the president's leadership practices, the move to a new campus and the new instructional model served to foster a counter-administrative culture, comprising primarily, but not completely, faculty. According to several administrators, there were votes of non-confidence and an attempt to impeach the president. One outcome of this period was a frustrated, angry and suspicious staff; some of these suspicions appear to be present in the current culture in some sectors and in the "old guard."

The succeeding president came from within the college. He served for a period of five years during the late 1970's and was characterized as the insider, open, visible, well liked, approachable and a permissive leader who relaxed bureaucratic procedures. This fostered an "uncoupling" or "loose coupling" of the organizational structure. Administrators, faculty and other staff described him as a "healer" and described his leadership style as nearly the opposite of that of the previous president. Many operational practices for dealing with administrative and instructional concerns and activities were developed by staff.

One dean observed that "the president was very process oriented, held a lot of meetings and attempted to develop a lot of staff involvement." The dean further recalled that many staff felt that "the college was becoming too loose, too casual, too unstructured, and a bit rudderless." Numerous staff in all areas characterized this period as the non-decision making era.

Another administrator observed that in this time period listening to people and being more responsive "had its costs too, and a certain price to be paid for," that, "there is not always necessarily the kind of focus and the kind of sharpness of decision making and efficiency." Furthermore, it was "the interval between two strong external presidents."

The third president at the new campus, the sixth in the college's history, served for nine years beginning in the early 1980's. Several administrators commented that the staff "saw him as a real chance for change at Brookview college." Staff expectations were very high. He was characterized as having a very keen mind, being task oriented, analytical, an academic and incisive. Because he was an academic, staff, especially faculty, perceived that their views would be better understood. During this president's tenure, the college underwent several significant expansions and a restructuring. The restructuring, according to administrators and other staff, moved the college toward a university administrative model. The pursuit of excellence in operations and outcomes became an important value. Hiring practices began to focus more on doctorate qualifications for new members of faculty as a part of the initiative toward enlarging curriculum offerings. Previous informal practices were entrenched into policies and procedures.

Leadership was described as "firmer" and "more centralized." The organizational structure gave deans more line authority over faculties. Decision making functions were centralized and rested with the senior administration. Initially the president was popular and viewed as visionary, open and visible to staff, although the communication process was considered to be somewhat one way and unresponsive. As time went on, staff perceived that their input was not as valued as it could be. Disenchantment rose as the staff began to sense a remoteness stemming from the president's preoccupation with fund-raising and still another expansion. According to several administrators, the president had begun to resemble a resented earlier president.

Several administrators and other staff members observed that they felt that "outsider" presidents were more remote, more bureaucratic, autocratic and individualistic, while "insider" presidents were the healers and communicators and were more sensitive to the human needs of the institution. Of the last four presidents, two were outsiders and two, including the current president, were insiders. As several administrators noted, "In this college, the leadership pendulum constantly swings from one end to another."

The fourth and current president was an academic who rose within the ranks of the college from instructor to president.

A popular individual, the president had served as a vice-president under the previous president. As vice president, he was instrumental in formulating the college's current leadership practices and vision. Within this chapter there are a number of findings which touch on college leadership and structure. A more detailed description of findings on leadership is presented in Chapter Five, while Chapter Six contains the findings on the relationship between the college structure and culture.

1.2 What physical artifacts are evident?

The move in 1972 from the old downtown campus to the Lancaster campus brought with it few historical artifacts that conveyed or symbolized the original culture. College historical documents, few in number, were placed in the archives in the Learning Resource Centre which have not been catalogued or assembled in any distinguishable manner. There are few original physical artifacts other than some portraits of the founders, some stained glass windows which have been integrated into the Meditation Centre, and a lot of photographs.

The Lancaster campus exhibited only a few historic physical artifacts which contribute directly and indirectly to the current college culture. The campus administration and instructional building is essentially under one roof, that is, there are no free-standing buildings other than student housing and a downtown satellite. The building stands in the midst of a landscaped open area creating a presence that was unmistakable. The building style is contemporary yet clearly institutional. On the outside of some parts of the building the college's logo has been embossed and is clearly visible. There are three significant external artifacts namely, two sculptures, one at each end of the campus, and the Forbes Memorial Carillon tower which was constructed in 1972. The original intent was that the carillon would play for the enjoyment of the college and community each day. This practice has since been discontinued and the carillon remains silent. Some suggest that college and community are poorer as a result. A support staff member remarked "I identified the carillon with the college as I could hear it from my home."

The campus building is a single low rise structure varying from three to four stories in height. At its core is a long central multi-story corridor with wings or halls running at various angles from it. The corridor serves a conduit between the wings or halls and houses several support services, such as the cafeteria, bookstore, information, security, a theatre and the library. Surrounding the building are several staff and student parking lots and considerable landscaped parkland and a pond. Adjacent to the east parking lot are a number of houses given to the college. They serve primarily as student housing. In addition, the college occupies several floors of leased facilities in the downtown core. These are used primarily for the delivery of short courses and workshops for the business community.

During the early 1970's the new and innovative campus and new independent instructional model were based on the belief that students were to become, for the most part, self-directed and independent in their studies. Instructors would teach in the open spaces and serve as mentors. The educational facility, therefore, would provide large open spaces that could be changed to adapt quickly to changing needs. This physical facility proved to be unsuccessful. As one administrator stated, "the basic assumptions were misguided." Staff and administrators refer to this era of modular offices, open classrooms and orange rugs as "the land of shifting deserts." Staff, unhappy with this environment, creatively erected office and classroom boundaries by using dividers that continually rose in height and permanency. With a change in presidency, the administration quickly moved to remedy the situation through the abolition of the instructional model and the refitting of the facilities. One senior administrator stated "the expansion and renovations tried to correct what some perceived as mistakes in the initial conception by giving people doors, and by providing classrooms, while at the same time retaining faculty and maximizing the investment."

Most administrators and staff perceived the physical and organizational changes to be very significant to the instructional process, student and staff well-being, and the culture and character of the college. One faculty member noted, "At last we were going to become a real college with real walls." Many staff reported that the Lancaster campus with its expansions marked the rebirth of the college.

The overall impression of the current campus was that it is warm, friendly, clean, contemporary and an academic institution, but with a distinct lack of linkage to its early history. The location and design of the main corridor and adjoining halls and wings, including hall entrances, have fostered the perception of what many staff metaphorically refer to as the "portals to knowledge," a "shopping mall," a "village mall," "precincts," a "people place," a "cul-de-sac" culture, and academic or administrative "enclaves." Staff suggested that the two metaphors had meanings, first, they conveyed a sense of openness to college services and second, staff sensed a cocooning, elitism and protectivism.

The administrative wing was named the Forbes Wing in memory of the college's first president. The names of other wings and halls referred to a faculty or academic discipline such as the Business Hall, the Arts Hall, the Science Hall, the Conservatory of Music, Speech Arts and Dance, the Health Sciences Hall and the Recreation Wing. A recent addition, the Wright House Student Centre, was designed to support the student association and other student activities. It houses one of many college food service areas.

Each hall, wing, or centre was designed to meet the needs of specific academic disciplines, as well as to provide administrative, recreational or student services. This further created a localized sense of identity and territory. A number of theatres, classrooms, and an internal courtyard have been named in recognition of the outstanding efforts and contribution of specific college staff and board members. The courtyard was named after the founders and governors. At the entrance to Forbes Hall, the administrative wing, are portraits of the founding president and the first chairman of the board.

The library, in the central corridor accessible to all areas of the college, is supported by three multi-disciplinary resource areas, referred to as "islands," located in the Business and Science, Arts, and Community and Health Sciences wings. Reading rooms and student assistance centres are also located in various academic wings. Students interviewed said that these areas are generally user friendly and highly supportive of their needs.

The combination of time pressures, spatial relationships, overall building design, available administrative and supportive services and the nature of ongoing activities have been cited as promoting a "closeting effect" on staff. Staff at all levels and departments have pointed out that they generally do not travel to other areas except for a specific purpose, citing distance, time and job pressures as reasons for not doing so. This tends to inhibit broad socialization and acculturation while fostering multiple subcultures.

The faculty centre is a significant physical artifact and a symbolic focal point for instructors to meet and interact in both formal and informal gatherings. Although it serves as a location for social interactions and faculty association activities, the faculty and centre staff have pointed out that not all faculty use the facility, rather it tends to be used more by a core group, which includes the "old guard" from across the college. This facility was not open to non-academic staff. The lounge has become the setting for the "attitude adjustment" social activity which occurs on Friday afternoons.

The administration has attempted to develop a sense of community by providing recognition for distinguished and long service staff, alumni, students, board members, and the external business community. Formal recognition for individual long-term service to the college and/or providing exemplary service to the college and its clients was accomplished through a ceremony as well as through the placement of their name on a prominently visible wall plaque in the central building.

The college administration has also influenced the college culture through displays of contemporary art as well as "on loan" statues from the local museum. There are also some limited displays of student works. Few art artifacts on display appear to be owned by the college. During the course of the interviews and focus groups, several staff referred to some of these visual art forms with less than flattering commentary. For them, the displays, art forms, and hangings lacked quality and dignity and they were perceived as holding little symbolic value.

The college has a recognizable and widely used logo which has been used for a considerable period of time. Although it was distinctive, numerous staff members observed that the logo did not symbolize anything in particular, and the majority of staff felt that it neither conveyed a particular meaning nor elicited a sense of emotion or pride. By comparison, many staff noted that the college colours coupled with the athletic symbol of the "Panthers," are recognized as being associated with the college and appear to elicit a sense of "the college" and tradition.

To determine the extent of support for an overall sense of the college family, respondents to the survey were asked to react to the following statement, "The college is a very personal place. It is like an extended family. People seem to share a lot of themselves." Of the respondents, 40% supported the statement, 31% were unsure and 29% disagreed. Further analysis revealed a difference in perception as 61% of administration agreed, 36% of faculty agreed while 36% of support staff agreed. For the staff in the focus groups, the metaphors were used interchangeably. To them, the various metaphors (family, team, theatre, village mall, people place, multi-chance, etc.) conveyed a sense of concern for people and their students and, an ability for them to select realities and to match needs. To them the metaphor was a place to develop individualism and/or identity, and to some, create a fiefdom. According to focus group members and interviewees, the staff's choice of metaphor conveyed a perceptual meaning for the nature of social realities in their individual and collective interactions and behaviours and college/unit identity. For many staff, their college realities flowed from the structure and processes, leader behaviours, clients, mandate and external environments.

This view was supported by many staff. For example, one administrator stated "The new physical structure has influenced the organizational structure to produce isolation and separation." Another administrator further commented that the physical separation heightened the clash of cultures over budgets, space, manpower and services, adding, the resultant behaviour of unit leaders and factions was to become very protective.

In contrast, a long-service administrator observed that "The new campus, and more importantly the expansions, has benefited staff physically and psychologically. It reduced the cramped situation and provided open areas, windows and privacy." Still another administrator observed that the expansion was designed to enhance student access to faculty. The administrator further echoed the frequently heard comments that the funding limitations on recent expansions have served to create a number of situations where required improvements were sought and not received, resulting in a sense of second class citizenship.

1.3 What symbols (stories, heroes, myths, norms, taboos, rites, rituals, and ceremonies) are evident?

The college possessed a plentitude of cultural symbols expressed in various ways. In this section, the data are grouped under the headings: stories, heroes, college myths, norms and taboos, formal rites, rituals and ceremonies, and informal rites, rituals and ceremonies.

Stories

Stories are transmitted to convey a cultural heritage and past experiences that serve to enrich the culture. Most of the stories related by staff referred to staff perceptions and experiences of how things are done in the college, instructor behaviours in general, instructors' classroom experience, and support staff activities. Stories were sorted into those about administration, faculty and support staff.

Administrative stories focused on the actions, practices and behaviours related to current or past leaders. For example, staff frequently related a stories about the administrators seeking tight control and greater bureaucracy while attempting to initiate more entrepreneurial values and initiatives. The story was:

> One is encouraged to be entrepreneurial and innovative, mostly by colleagues and some administrators, but these initiatives are usually stalled, refused or lost in the bureaucratic process never to be found. Initiatives must be submitted several times and constantly worked through the maze of paper and bureaucracy.

The recent and current administration's focus on requiring extensive details elicited several frequently recounted narratives. The most commonly related story referred to the budget process:

> During one protracted budget meeting which extended late into the evening, the president in his quest for the very last detail, challenged purchase of baseball gloves, demanding an explanation about how many right handed gloves versus left hand gloves were required and had the old gloves been lost or worn out.

The story goes on to further relate how administrators were required to be present for prolonged periods of time to await their turn to present their budgets and defend them, then to continue to wait in case of additional questions. One leader described this event as the "king's court."

One staff member told a story, recounted by others, of how their leaders would tell them that "the college had a consultative model for decision making but after an issue was identified with possible solutions, some staff would have their say, and then administration would implement their original intention regardless of the staff input."

Several staff members mentioned another story of a college Christmas concert. "The president dressed up as Scrooge. This was met with loud laughter and the acknowledgement of the truth in the symbolism."

Another story theme was about "them and us," whereby staff members felt they were on one side of the organization while the administration was on the other. A story frequently told by staff members was about the "reign of terror era" and the "land of shifting deserts." The staff recounted that during the reign of terror, the president was directive, centralized, formalized, invisible and remote to the staff. He, according to one staff member, "was not above using intimidation to get his way." The president was perceived to more interested in the development of the new campus and the new instructional technology than the college or its staff. The open landscape campus was his pride and joy. The story goes on to recapture staff's negative reaction through the "antics" of staff in the open landscaping setting where individuals:

> ..."borrowed" materials to create classrooms and offices in the land of the orange desert. During the weekends and evenings, "individuals would erect barriers between office, service and class areas to create separation and send a message to administration about the undesirability of the facilities and instructional process.

Another story concerned the conflict and division that existed between the various academic divisions including continuing education over credit and non-credit offerings. At the heart of the story lies the jurisdictional struggle for control over curriculum, instructors, evaluation and revenues.

A frequently related faculty story described the interpersonal relationships and hiring practices in the old days:

> In the old days, you knew everyone who worked here. Even without job postings, or filling out an application, you could get a position depending on who you knew. The same for promotions. Things have really changed.

Several "old guard" staff members spoke about the good old days and "the way people used to doggedly adhere to the administrative process regardless of impacts or of how they thwarted or stymied the administrative process." They spoke of the official and unofficial channels to accomplish things including the political network.

Faculty stories centred on their relationships with administrators, instructor situations, students and heroes. For example, there are stories about instructors providing exceptional instruction or dedication to the college. Several stories were found in the Conservatory of Music and Speech Arts, where many instructors were described in endearing terms for their longtime service and dedication to their students. Some of these instructors were on campus for twenty five or more years. Several instructors had rooms dedicated to them.

Another story related to instructors and their efforts to help weaker or second chance students to achieve a passing level when others had more or less given up on them. The story goes on to describe the personal costs, such as personal time health and expense, to provide the extra effort and how several of these instructors had been nominated as an "excellence instructor" of the college.

Members of the faculty and others often related this story about secretaries. "If you wish to get things done around here talk to the secretary..." Staff members in telling the story about the secretaries, recounted how their secretaries "moved mountains and made highways to make things happen for their staff."

Many current faculty stories, according to several staff members, "tell about the "good times" when there was a lot of resources and opportunity but recently the stories have been more focused on "crying the blues," although good old times are sometimes included."

Another story was about a student, as one staff told it:

> About ten years ago, a man claiming to be a student was said to be living on campus, sleeping in the old fireside lounge, eating in the cafeteria, using the washrooms, etc. For two years he attended classes and eventually graduated. As far as I know, he never was caught in the act.

One staff member recounted that was one of his favourite stories about college life adding, "I think aware college staff thought it was something they could live with and perhaps, added to the character of the new campus."

A frequently related story by faculty was that:

> In order to make a decision about something, a committee must be formed to study the feasibility of establishing a committee to discuss the issue. If an academic council subcommittee debates and investigates an issue and makes a recommendation to academic council, it usually gets sent back to the subcommittee for further investigation.

Other faculty members related similar stories about the decision making process and politics within the faculty association and college administration. One staff remarked, "The symbolic process was more important than the deed."

The support staff members offered several stories. The first theme was about their efforts and the lack of appreciation by others. For example, they told stories of enormous efforts of staff to bring about change or to accomplish tasks, such as the opening of the library and operating the resource islands throughout the college. They recounted the efforts of several staff working long hours and weekends to be sure the service would be there for the students and instructors who, "probably would not appreciate the efforts but would complain about things if they were not ready."

Several staff members told stories about the social support within their units or division. They spoke about the ways that things are done within their units including stories about: social events occurring on a weekly basis including the bringing of home made pastries, leaders at times helping staff with personal difficulties, off campus unit events, individual and group antics, and the close working relationships between people within the work unit.

There are two stories that persisted in all parts of the college and were frequently narrated. The first was about "The need to be extraordinarily diplomatic and sensitive to the administration and the implications or possible reprisals if you don't." The second was about personal relationships which appear to influence the college's decision process, resources and direction. Although difficult to verify, the latter story was pervasive enough to suggest that it had influenced the beliefs of several subcultures and to have seeded anti-administration sentiments, especially among the faculty.

The stories have added to the character and fabric of the culture. They have transmitted from one staff to another the values, beliefs, metaphors and heroes of the college and stories have played an important part in the acculturation process in this college.

Nature of Heroes

There were many stories related to individuals whose behaviour and actions were instrumental in adding to the quality of life at the college or who were significant in the evolution of the college. Frequently, these individuals are thought of as champions or heroes and heroines.

Among their heroes, staff members identified several individuals who they have considered to have become legends because these people were those who "stood up for things that really matter to the faculty and staff of the college." There was a reluctance to think of administrators as heroes or heroines although the staff members did identify some past and current administrators.

During the interviews and focus groups and on the questionnaire, members of staff were asked to identify those whom they considered to be their champions, heroes or heroines. During the analysis, staff members cited criteria that they had used to identify their heroes and heroines. These were:

a. These individuals are competent and dedicated to their job and clients.

b. They made a significant contribution to the quality of life and the well being of the college and its constituents. They know how the college works. Several staff referred to the ability to develop and maintain a "community spirit."

c. These individuals must be seen as "givers" rather than "takers."

d. They consistently gave to the college their time, efforts and actions that were beyond the call of normal duty. They demonstrate a consistency of behaviour.

e. They have the respect of their colleagues.

f. These individuals have time to speak to you. They are friendly, compassionate, warm and trustworthy.

g. They do not bring their personal life and troubles to the college.

h. They are good listeners, able to use authority when needed and able to make people feel that they are important.

i. They reflect and show commitment to the college's values, beliefs and practices. They support the vision of the college and challenge complacency.

Two groups of heroes were identified. Members in the first group were cited numerous times while the second group were cited less frequently. Their positions are listed in random order. The first group included: a retired support staff employee who worked untiringly toward fostering the promotion of the college as a "family" and helped students and social causes; the founder and first president who fought for the creation of the college and gave the college its first identity, character, values and beliefs; and two past presidents, each of whom provided the college with a sense of stability, organizational values, direction and vision.

Another hero was an individual who was frequently mentioned "admired and looked up to within the college." He was the most frequently identified college hero. One staff member related that:

> He was the manager of custodial services and was always extremely accommodating in the sense of operating his area, but he is best known for his sort of charitable work. Dressing up like the Easter Bunny at Easter time - literally, a grown man dressing up going around the college giving out Easter eggs, dressing up like a clown at United Way time and giving out cookies which his wife baked -

> 500 to 700 cookies - giving every employee one cookie and encouraging them to donate to the United Way. Dressing up like Santa Claus, he would come to all of the offices and give out some kind of goody at Christmas time, he was always doing that sort of thing. He sponsored an annual BBQ for handicapped students who are in the transition vocational program. He collected bottles to raise money for this. He was the instigator in our recycling program. He is now retired but he still comes back to the college and still does a lot of these things. He is known as one of the people who is extremely well liked, who has done a lot of non-academic, non-managerial things to promote college life.

Others commented that his efforts reminded them of how nice the place was to work in and the humanistic values present there. Two instructors were also nominated, each of whom were cited for their dedication to the college community and to their students.

The list also included the current president. One story was about the former exploits of the president who:

> ...back in 1969 was a long haired hippy who constantly challenged the administration and who became the so-called champion of the counter administration and faculty. Faculty saw him as a

> powerful, dominant figure. He was a bit of hero in those days.

More recently, he was described for his courage to move the college toward a new vision and future. Another hero was the current academic vice president who has been a champion in developing new programming, fostered the continuing education initiatives, and has persisted in supporting a new college and academic vision.

The second group of heroes included fifteen instructors nominated for their efforts in the classroom and college community, the faculty centre coordinator who served the faculty in a pleasant and courteous manner, two current deans each of whom contributed to the development of the college and its community, an exceptional executive secretary who to her colleagues was the epitome of a professional role model, a Library information technician with a caring nature who untiringly provided services to the college community, an acting dean who was concerned about the health and welfare of the college community, a director whose leadership skills had gained recognition in the college, and finally an academic program coordinator who had exhibited dedication to excellence in programming, and to serving the client and college.

The college was rich in role models considered significant to the culture and activities of the college. Heroes and heroines were seen as contributing to the shared meanings and to the shaping of values, beliefs of the overall college.

College Myths

The literature describes myths as illusions to events that may or may not have happened. In this college, staff members were asked to identify examples of college myths. The myths tended to focus on dealing with environmental turbulence, legitimizing actions and consequences or dealing with political concerns or conflicts.

Faculty myths were centred on the themes of work efforts, instruction, laziness and incompetence. According to one myth about faculty, "faculty do not really work hard and have the flexibility to come and go as they want and even operate sideline businesses. Faculty are pampered individuals with far too many holidays and too few responsibilities."

Another myth about faculty as described by some staff members was that "university transfer instructors, specifically Ph.D.s, cannot effectively teach the students at the college, especially since most of them probably have never worked in the real world." They described these instructors as more interested in scholarly research and publishing than in teaching.

Another myth about faculty, according to one faculty member was that, "In order to be considered a good instructor, you need to do well in the classroom, be actively involved in the faculty and in the governance of the college. You must be seen in the right company and be able to golf."

Myth themes about the administration were centred on favouritism, interpersonal relationships and confrontations. One myth was that a number of non career credit faculties are more favoured by administration than others. Staff recounted illustrations related to staffing levels, funding level, budget cuts and levels of programming within some divisions. Other staff added that credit programming was considered to be far more important and relevant than non-credit (credit free) programming, but that because non credit were seen as revenue sources and entrepreneurial, they had been given a significant role.

There was a very widely held and constantly recounted college myth about a number of interpersonal relationships between administrators and how, to the staff, these relationships appear to influence decisions and the allocation of resources in inappropriate ways. The story recounts a history of alleged behaviours which, to staff, appear to have changed the direction and culture of some groups. The myth, according to some staff, has helped to foster and reinforce the apparent need for a counter administrative culture. The myth also refers to historical encounters with administration in which staff were victorious.

There were several myths about the support staff. The myth themes included the perceived level of expertise, the apparent drain on the budget and the presence of self serving interests. One myth staff described was that any of the jobs in administrative support services could be performed by anyone. Support staff members did not require a higher level of training or education found in other areas. Further to this myth was the notion that administrative services as an entity was a negative drain on the college budget. This myth was perpetuated by the recent budget cuts whereby the administrative services division gave up five percent while the academic faculties gave up only three percent. Another element of the myth reported by some administrative staff, and also held by some students and staff, was that administrative service outlets "ripped off students and staff" to their own benefit. According to staff and students, the same service or product was found more cheaply outside the college. One examples cited was the bookstore.

In some quarters of the college, there was a myth that the reduction in the number of secretaries, instructional assistants and administrators would allow critical funds to be diverted to instruction without a loss of service or quality. The myth was reinforced by continuing commentaries of "...the need to flatten the organization and become lean and mean."

Referring to adminstration, frequently recounted myth stated, "The college city centre campus is the result of an ego trip and is a financial drain on the college." This myth described that the city centre campus was perceived as receiving the "fair haired treatment" and there was a "lack of real leadership with no substantial future for the campus." "Give the monies to us to undertake innovative and entrepreneurial activities and we will show you how to really make money and satisfy business demands" remarked one irate instructor.

A widely held and frequently retold administration myth described administrators as unwilling to listen to the staff on various issues and that decision making was centralized and in the hands of a few. Input was given as requested then ignored. Several stated that they "visualized the office of several administrators as full of unread information and ready for the recycle bins." As one staff added humorously, "It is garbage can management." These myths all stressed negative aspects and used to explain changes in principles and structure which people saw as affecting them negatively.

Myths in this organization did help staff to explain and cope with transitions, structures and the ways things are done or thought to be done. As one focus group member explained, "Myths to me are a way of coping with and understanding the college and its unknowns, they are comforting."

Norms and Taboos

Steinoff and Owens (1989) referred to norms as unwritten and informal influences and expectations about behaviour and performance. They provide a more concrete means of facilitating the boundaries and understanding of the culture or sub-cultures. Stories, and repetitions of them, are frequently used to preserve institutional positive values, expectations or taboos. During the formal and informal interviews, focus groups and in the survey, staff were asked to identify the unwritten expectations or taboos for behaviour on the job. Their responses indicated a wide range of norms and taboos, some negative, other positive. A triangulation of the three sources of findings provided the following narratives. Three themes were evident. They were behaviours and expectations toward clients, other staff or students and by administration.

Several administrators and staff stated that staff members must "never be rude - that's not in the policy manual - the customer is always right, if you have a question about that, never convey it to the customer." One administrator stated, "staff are never allowed to accept personal gifts from suppliers or clients." The college has "an unwritten rule requiring that there is not to be any confrontations amongst staff, conciliatory behaviour is the norm," and that "staff are not to lose their temper." Others noted that "you do not raise your voice," "never use foul language on campus," "you must be polite" and "show respect for your colleagues."

Members of staff observed that, "staff should not fraternize on an intimate basis with students," "office relationships or romances are tolerated but not seen in a positive light." They "are not to appear to have indulged in drinking or drugs on the job," and they reported that "if they are on flexible hours they are not to abuse them." Many staff feel that academic staff are too abusive of their flexible hours. Staff throughout the college indicated that it was taboo to miss meetings or to be late for appointments or work. It was taboo to break the unwritten dress code for the unit. Peers will exert pressure to change individual behaviour. Several administrators and staff observed that it was unacceptable to stay home and "play sick." Faculty and support staff noted that it was taboo to violate their negotiated contracts.

One staff member observed:

> One does not criticize fellow staff members and in our department, it is taboo to talk about another staff member. It is an unwritten law but in our department it is one for all and all for one. We had one staff member who was not able to follow this and she seemed to be frozen out of the group.

Furthermore, staff members added "make the students happy," "dedication to students is most important, do your best without compromising your standards or rigor" and "never miss or be late for a class." Many stated that "involvement in committee work or faculty association by faculty members is seen as important to gaining power, you are viewed as a hard working individual willing to put in long hours," and "you must toe the line, don't push for reorganization, conform to department chair expectations" and "try to make a visible contribution to the college." Faculty members reported that "student evaluations of the instructor are important. Teaching must be judged to be effective - meaningful, and seen as interesting and organized by students. You also need to be popular and available to students." The norm was the recognition that "students are why we are here." Faculty members referred to "the ability and desire to be a self starter and work in an unsupervised environment is an unwritten expectation which I see as essential." As an unwritten rule, numerous staff members in all areas reported that there was a requirement for high quality work. Staff members reported that "in order to be part of the family, they feel compelled to become part of the social structure of the college."

There are conflicting expectations in faculty. Some instructors perceive that teaching can only become more relevant, reputable and scholarly by conducting formal and informal research. Others perceived research as merely seeking glory and unwarranted status to the detriment of student learning. They further suggest that "research takes precious time away from the job of teaching and working with students, which is why we are here." In some faculties, research was considered a taboo.

From an administrative perspective, behaviourial expectations included protocol, hierarchy, budgeting, decision making, and interpersonal relationships. Some of the chairs and administrators related that it was against the "rules" to pull rank or to demand something from staff. A strong and significant taboo, widespread throughout the college, was that, "you must never overspend your budget."

Several administrators, chairs and staff noted that when communicating with superiors you must use the proper channels and protocol. The practice of "end runs" was frowned upon and was a "serious breach of norms" and, as one staff member concluded, "the steps of command of authority is important. One should always follow the correct hierarchy." Another administrator stated:

> Employees must understand their place in the hierarchy and not attempt to make decisions without consulting all the appropriate people in the chain. It is expected that one attend the numerous social events whether you want to or not as one's absence is noted by senior management. Status and power have more to do with one's history in the college than competency. People who speak out are distrusted, resented and sometimes feared.

Several staff members also noted that "if you get on the bad side of some of the senior administrators, they will pay you back double."

Many staff across the college reported that "it is taboo to challenge or criticize administration publicly" ("don't rock the boat"). As one member remarked, "don't express opinions that are original unless they are in line with current administrative thought. Do not create work or innovation without permission or you get slapped down." One administrator appeared to concur, stating "extreme tact in dealing with upper administration is required, stay within formal reporting lines and don't skip or cross over." Staff members commented that recognition and use of the "college's organizational politics and power structure is an important unwritten rule of survival. It is a way to get things done."

All of these norms serve to frame the limitations of what staff members give meaning to their realities and the boundaries within which they function.

Rites, Rituals and Ceremonies

Rituals are viewed as planned, discrete, standardized sets of techniques, behaviours or processes that seldom produce consequences of practical importance (Trice and Beyer, 1984). They teach cooperation, tradition, social solidarity and goal orientation (Kuh and Whitt, 1988). Rites are sets of activities which combine cultural expressions into a unified and integrated event, usually a public event or ceremony (Kuh and Whitt and Trice and Beyer). This college had a collection of both formal and informal rites, rituals and ceremonies but the informal or localized activities had as much or more importance to the staff than did the formalized activities.

Ceremonies are thought to assist the organization in the celebration of it heroes, heroines, myths and sacred symbols (Deal and Kennedy, 1982). In this college, ceremonies displayed culture in a memorable public form and elicited recognition of values and beliefs deemed important and supportive to the organization.

Formal Activities. Members of the staff identified a number of formal rites, rituals and ceremonies that were considered important to the college. Four types of formal activities were identified: the recognition of staff and students, those associated with social activities, those associated with the college's public relations activities; and those associated with formal routine activities.

The recognition activities included the convocation ceremonies which recognized the accomplishments and graduation of the college's career students. It was a very formal ceremony with pomp and circumstance. The metaphor of the theatre was appropriate in describing the roles to be played by the various actors in the ceremonies. It presented to the students, parents and other publics an affirmation of the college's image, instructional excellence and the mission of the college.

Staff members, notably faculty, reported wide support for participation but expressed a concern over limited seating. Some staff members did not perceive the function as important while others perceived it as an opportunity to see the "fruits" of their efforts and to formally recognize the achievements of "their" students. Many staff members raised concerns about university transfer students who leave after two years and were not recognized for their achievements, participation or contributions.

Members of the staff identified the annual employee awards as an important formal activity which recognized long and distinguished service by employees and retirees. Distinguished instructors also received a certificate, name on a plague and a small monetary reward. Part of the ritual was the symbolic acknowledgment of the individual by placing recipient names on plaques which were prominently displayed on walls in the central building.

The third formal activity was the awards day activity which recognized outstanding academic performance of students. Students, staff and parents were invited to attend.

The second group of formal activities were those associated with the social activities. A prominent and favoured activity was employee activity day which occurred on the first Wednesday afternoon in June. The college offered an opportunity to all staff to participate in crafts or leisure activities such as golf, riding, etc. Late in the afternoon, the college sponsored a barbecue. The symbolic event was to show appreciation and to thank staff for their efforts during the academic year.

Another popular social event with a well established tradition was the president's Christmas reception. The reception was held in the Lancaster Park dining room as an afternoon drop in event for all full and part-time employees. It was a well attended informal and relaxed event.

The employee Christmas party was an event to which all staff were invited to purchase tickets to attend the Christmas party. Staff pointed out that participation by faculty was not as high as one might expect. College staff preferred to participate in numerous localized functions where Christmas parties were held within units, homes, departments or divisions.

Each August the president hosted a welcome back barbecue which was well attended by all levels of staff. It provided the first opportunity for the president to "show the flag" to old and new staff.

The third group of formal activities were focused on public relations activities. These included the annual open house which was a long-running event, two days long, specifically targeting junior and senior high school students and counsellors. Its focus was to attract the interest of students to the college's programs.

The college participated in the sponsorship of a theme float in the local exposition. On board were usually musicians such as fiddlers or other performing groups from the Conservatory of Music, Speech Arts and Dance.

The Governor's Club was a group of individuals considered to be the "friends of the college." They met several times each year, usually over a dinner and with a guest speaker or a concert. The club membership included high profile local business and community citizens. The purpose was to maintain contact with supportive and influential people in the community.

An important formal college activity was to showcase various performing arts activities. The Conservatory of Music, Speech Arts and Dance presented numerous performing arts activities including music, dance, theatre and speech arts. The flagship event was "Shakespeare in the Park," which runs six to eight weeks in a city centre plaza. Staff reported that approximately twenty thousand local residents attended the thirty available performances.

The college also hosted a variegated lecture series which featured distinguished international and national speakers in a variety of areas and disciplines. It was designed to attract audiences from within the college and local community.

The staff identified another formal activity important to their culture. This was their professional development committee and professional development days. As a valued activity, faculty saw these as empowering and as a means of focusing within their discipline and instructional technologies. In addition, staff indicated that these opportunities allowed for much needed dialogue with other professionals and colleagues.

Faculty, support staff, divisional and college newsletters which outline special achievements and events were important to the order of staff who felt these publications provided not only regularly scheduled information but also a linkage to others in the college.

Staff identified several routine yet formalized activities. These included the weekly meetings of the deans, chairs and other managers. Faculty meetings were considered by staff as ritualistic and symbolic although frequently unproductive. Staff communication, especially between faculty, was considered very important. The workload of instructors can create a closeting effect which was viewed as debilitating, so formal scheduled meetings and social interactions were seen as venues for professional, social interactions and emotional release. Several staff spoke of the need for trust and openness in some of these discussions. Several pointed to the Panther Inn, a coffee house on the main floor of the student's association wing, was a venue for regular coffee breaks and discussions which was to them a ritual.

Dean's advisory group luncheons (Christmas, fall and spring) were used to solicit input from the community about various programs. It was symbolic and a ceremony of recognition to the staff and other participants.

A prominent formal activity was the tenure and evaluation process which was viewed by the faculty as a ritual of passage and considered important by the instructional members of the academic culture. The evaluation process in other parts of the college was symbolic but was felt to be less important.

Within the program disciplines, it had become a ritual to create a curriculum review committee composed of faculty and students and a program advisory committee composed of external professionals. The committees provided credibility and validity and a forum for the rites of enhancement, reinforcement and celebration of accomplishments.

Informal Activities

In addition to formalized activities, staff members explained that within their operating unit, various informal rites, rituals and ceremonies were played out. Some have become well recognized activities and draw participants from across the college. Staff members report that these events help to build morale and a sense of community, reduce stress, and increase interpersonal understanding, team building, unit esprit-de- corps and traditions.

The rituals, rites and traditions which staff members identified as occurring on a repetitive basis in the college included the morning and afternoon coffee break rituals in most areas. Staff members reported that in this venue there was an opportunity to explore any and all issues and relax and recharge.

Staff members described other activities including departmental wine and cheese receptions, the celebration of birthdays within a work unit or division, department parties during the local exposition week, hall or wing parties/receptions, department picnics, luncheons, and potluck parties. Several faculties and programs described the presence of a "Faculty Life Committee," while other divisions used "Employee Recognition and Morale" committees. Still others had what they referred to as the "Hearts and Flowers" group. Christmas brunches occurred in several faculties with all faculty and staff invited. Santa Claus was in attendance for the gift exchange and carolling with the entertainment originating from within each department was a ritual. In one faculty, a long standing ritual of goodies with the Friday morning coffee break drew people from all across the campus. It was affectionately referred to as "Frivolous Friday." Hosting staff saw it as a bridging process to socialize and bond with other college staff.

A recent activity was the introduction of the president's golf tournament and retreat (for administrators). It focused on reinforcing the collegial and bonding process among administrators. As one administrator explained, "It does not matter if you golf or not, being there is what counts."

The Faculty Centre has become the centre of a ritual tradition commonly referred to as "attitude adjustment." It occurred late on Fridays and any faculty member could attend.

Staff saw it as an opportunity to socialize and "discuss everything under the sun," promote social interaction between faculty and to unwind. Staff described it as therapeutic, acting as a release of frustrations, stress, and tensions as well as promoting cross discipline socialization and collegiality.

In some areas, staff had developed a ritual of leaving stories, jokes, messages, cards, cartoons, and notes on a bulletin board. Staff members said that it helped to develop morale and reduce tension and stress. In other units, and during the summer, staff were encouraged to wear jeans or causal dress. Many rituals were celebrated and created to reinforce behaviourial norms and specific cultural meanings. Many rituals also relied on food as basis for commonality among people.

While some staff from across the college and some board members thought that these culture manifestations were "getting in the way of progress and development," the majority of participants did not share this attitude. Rather, they saw the events as contributing to the richness of their realities and a means for formulating and interpreting resident or new values and beliefs in the college or unit.

1.4 What values, beliefs and basic assumptions are evident?

The identified dominant values, beliefs and commonly shared meanings are fundamental to the essence and interpretation of the multiple social realities of the college's culture. Numerous dominant and core values espoused by all the college community as well as values and beliefs resident in subcultures or groups were identified.

The College Vision and Mission Statement

Organizational culture sets the internal social reality which guides people's actions, transmits values, shares meanings and maintains identity (Caffarella and O'Donnell, 1987). This college espoused the belief "that the aim of education is realized both in the acquisition of new knowledge and skills, and the attainment of wisdom and judgement indispensable to their proper application." This belief was supported by the primary mission statement:

> Brookview college is a public college whose primary mission is to provide education and training of a consistently high quality to adults, through academic programs and activities that are responsive to the current and evolving community needs of Pleasantville and region.

The current president's vision for the college, one shared by the senior administrators and the Board of Governors, was summarized as the development of a first class college offering a comprehensive "multiple chance" educational profile which included career training and university transfer programming and the future introduction of university level degrees in selected areas. The need for credit and non-credit offerings responsive to the changing lifelong learning needs of the clientele was recognized also.

Staff members thought that the college must constantly provide the highest possible level of excellence in instruction and service within existing economic and social constraints. Members of the staff were asked if they felt that senior administration had expressed a reasonable vision for the college's future. Of the respondents, 60% supported the college vision, while 22% did not support this vision, feeling that the new vision eroded the traditional mission of the college. The results of the interviews and focus group member commentaries confirmed the support of the majority of staff.

The vision was rooted in two basic assumptions. First, according to the president and other senior leaders, education was a necessity, fundamentally good for individuals, community and society, and secondly, that Brookview college was a learning institution not only for students but also for the faculty, administrators and non-academic support staff.

The leaders have linked the mission statement, vision, and educational belief in the currently espoused credo of "student satisfaction and student success." The credo echoes the college's basic assumptions about education, and supports a core belief that the college was centred on the student. The credo incorporates a vision of excellence in service and education, provides a common meaning, and was repeated throughout the college both verbally and in printed material. It was printed on numerous memos, agendas and other internal documents. As one administrator stated, "It is there because we believe in it."

The credo not only illustrated an important set of assumptions but also provided expectations about the behaviours of leaders, faculty and support staff, which were reflected in the organizational structure, instructional technology, administrative processes and achieved results. Internally and externally, the credo served to create, reinforce and sustain the widely held and central belief that student success was important to this college and its external constituents. One administrator explained that, "It (the credo) permeates everything we do whether it is fixing the roof or teaching the students in class, it is right through the institution. It strives for excellence and creates pride."

College leadership through the development of the credo, mission statement attempted to clarify what the college stood for, and to take their role in the value shaping process seriously. In the words of one leader, "It's really important for people at the senior administrative level I think, to provide a direction or vision for people within the institution." He went on to explain:

> And what we are doing is really working with our senior administrators to move those people to the point where they are committed to the same values within the organization, and that those values can be transmitted down to those people who work with them so that we have a sense of total commitment within the institution to some of the initiatives that we are taking.

Several leaders concurred with the comment. One administrator observed "that the college administration does not subscribe to any single theory of management rather they lead through the management of meaning and resources."

Leaders at all levels further suggested that the transmission of the vision, values and beliefs was intended to foster a sense of commitment to the institution, to initiatives and to the enhancement of the college identity and image.

Image and Identity

Important to the existence of the college was the value laden image which the college conveyed to the internal and external communities. Despite the lengthy history of the college, many people had considerable difficulty in identifying what the college was or what it stood for. Staff generally indicated that the college's transitory identities and changing mission, especially in recent times, had left confusion as to what the college really was. Upon questioning, staff were generally unable to respond positively, preferring to refer to what the college was not. For example, comments such as "we are not a university, a technical institute or a vocational centre" were common.

When asked about the extent to which the community knew that college was responsive to its needs, one administrator knowledged, "There is a lot of confusion in the minds of the people in the City of Pleasantville about the identity of Brookview College." The members of the Board of Governors were similarly unable to provide more than vague responses to the image of the college. Yet, the board members, administrators and most staff appeared to agree with the president's vision and with the view that the college's image and identity were becoming clearer, due largely to a recent redefinition of the mission statement, and a reaffirmation of the college's character as a teaching, multi-chance institution rather than as a research institution.

Six Pleasantville citizens whom the researcher met in his travels to and from the college were asked to describe the image or identity of the college. Their responses were similar and indicated that they were familiar with the college and proud of it, perceiving that the college was doing a good job. However, they were unable to clearly describe what the college was or did. On the other hand, they were able to provide better descriptions of what other local educational institutions stood for, the local university and technical institute being cases in point.

College administrators said they recognized the importance of improving the college's external image and reputation and hoped to do so by focusing on specific programming and the quality of instruction. Administrators perceived this relationship to be more critical than accountability to the provincial government.

Level of Student Satisfaction

Perceptions about the relationship between the college and the students were sought. Two data sources were used: first, perceptions by staff about students are reported and then what students themselves said.

Staff members was asked about the level of perceived student satisfaction. Among the respondents, there was a general feeling that students were satisfied with the college experience. Fifty-eight percent of the faculty respondents indicated that they felt students were satisfied.

Staff members were asked if they felt that one of the outstanding features of this institution was the opportunities it provided students for personal development in addition to academic development. Overall the statement was agreed with by 58% of all respondents and by 65% of the faculty. An additional question was posed which asked if staff felt that students developed and matured in non-academic areas (e.g., socially, emotionally, culturally) to a very large degree as a result of their experiences at this institution. Respondents were unsure of the college's influence. Of the respondents, forty-five percent indicated that they were uncertain while 36% agreed. Faculty responses were more positive; About one half felt there was a positive impact and felt that the college did influence the maturing process of the student. In general, although respondents agreed that the college provided opportunities for personal development, they were unwilling to identify the college as the major influence of student development.

Interviewees, respondents and focus group members thought that the college did influence the non-academic development of students in a variety of ways. They pointed to the arts, college supported student functions, one-on-one interactions, counselling, field placements, and services such as cafeterias. One administrator explained:

> We offer more than just textbooks and required supplies. We try to contribute to the learning needs of the students that go beyond the required textbooks and supplies, I suppose we provide them some social benefits as well.

According to several administrators and support units, students found their experience at the college fulfilling and productive. Although the mission statement did not specifically address this area, the findings lend credence to the staff's desire and efforts to enrich the students non-academic quality of life in a variety of means.

The views of students were solicited as to what values and beliefs they saw at the college and why they had chosen to attend this college rather than others. The characteristics of the students are reflective of the changes in society. Students had an average age of twenty-three, were usually married, previously had spent several years in the work force while being a part time student before now becoming full time students. Students stated that they were very pressed for time and money, thus they had high expectations about the quality and results of their education. In their informal group interviews, they revealed that they had selected this college for several important reasons: the college's dedication to the individual success of each student; the "one on one" contact between the student and instructor, the ability to be recognized by the staff, the presence of smaller classes than in the university; and the quality of and dedication of faculty. Former students who were interviewed expressed satisfaction with their college experience and felt a sense of attachment to Brookview.

Excellence in Performance

Another aspect of the mission statement was the high value placed on excellence and performance. One administrator defined "excellence as being the best of the kind," while several others felt that it was a pursuit for the "perfect product" with a "constant tuning process." Still another stated that a dominant value was "constant progress or development." A survey question posed to staff asked whether the administration of this college was committed to innovation and development. Overall, 43% of the respondents supported the statement while 30% were unsure and 32% disagreed. Thus, staff did not strongly support the administration's perceptions that the college promoted development and was innovative.

Administrators asserted that performance expectations transcended all aspects of the college's instructional, support and administrative functions. Focus group members and survey respondents indicated support for these values and expectations. Focus group member commentaries further evidenced this perspective through their widespread sense of pride in their individual and college activities. Staff were asked if the college demonstrated a commitment to provide satisfactory service to its clients and students. The majority of the staff perceived there was a commitment and in a number of responses the integrated nature of service was emphasized. One administrator observed that, "....but the service areas, if they don't function in the appropriate way, then it detracts from the learning environment of the student and we are not doing our job." Another added, "Service to the student and other people in the community is the key to remaining a successful college."

Administrative Values

Embedded in the attitudes of the president and senior executive, was the belief that the vision of the college emanated from the president and was passed down through the hierarchy. They believed that staff would be loyal to the president's vision and committed to making it a reality. Underlying these beliefs were assumptions about the staff level of trust in the presidents and the levels of collegiality in working together.

Commitment Within the College

The level of commitment to the college and its mission, goals and vision was investigated. During an interview while describing the college culture, the president stated:

> The first point that has always struck me since I came to the college is the intensity of commitment to the college and I noticed that amongst employees over the past twenty years of my service, there appears to be, for whatever reasons, an intensity of commitment that I have not noticed in other organizations I have worked with, or observed in other educational institutions. I noticed it as well in the alumni.

Focus group members and interviewees confirmed the level of commitment. The faculty commonly referred to the strong, almost fierce, commitment they had to the college mission, credo, the instructional process and their students. Staff members reported that they perceived what several administrators described as "the college's commitment to people and the care and concern toward people." A staff member further observed, "Administration believes in the value of the involvement of employees as part of what happens at the college." Staff valued the interpersonal contact that the college fostered.

In the past, said one interviewee, the college was referred to as "the people place and a lot of people in the college picked up on that and still use that from time to time." Many staff saw the commitment to the college in the metaphor of the "commitment to a family." In their discussions, many of the current staff reflected a sense of ownership of the college and its functions. Numerous staff echoed this value, stating, "...I really do feel the college makes a difference to people and I can make a difference."

An administrator pointed out that a number of the staff members in all parts of the college could earn greater rewards in industry, yet they choose to stay with the college because of the extrinsic and intrinsic rewards and satisfactions they derived and the college value system of which they were a part. As a support staff member stated, "Just being a part of a dynamic situation where learning is happening and where there are energized young people is very stimulating and important to me."

Another administrator observed:

> I think there's a certain gentleness, if you wish, about how people conduct themselves. In a sense, it is parliamentarian where you don't swear at your neighbour because it is not acceptable behaviour. I think we all believe we have a good product, that the college is well represented in the community, it looks good and it performs well. That relates to pride again I guess, what you do and what you represent.

A further indicator was that the turnover rate of the full time staff was very low, especially in the faculty and administrative groups. An administrator further explained:

> One of the things I noticed is that in the administrative areas that I have had contact with, there is a stability in staffing. There doesn't appear to be turnover and where there is turnover, it is usually a situation where they are going to another job in the same location. So that indicates to me that, by and large, people are happy with the environment and happy with the jobs they are doing.

Concurring, the president commented:

> Another conspicuous part of the culture is the length of employee involvement in the college. We have retired employees that we invite back on certain occasions and a number come and still have

> very strong feelings about the institution, but we also have a number of employees who have worked here for a long time. In a time where it is characteristic of the workplace that people are not loyal to organizations, but remain only four or five years and then move to another job, you have a large number of people who have been at Brookview college for a long time, some as long as twenty-five and thirty years.

Administrators also observed that former students report a strong sense of commitment and warmth and affection toward the college.

The Presence of Loyalty

Linked to their commitment was the staff's level of loyalty to the college. The survey posed two questions. The first question asked if the glue that held the institution together was loyalty, tradition and high levels of commitment. Of the respondents, 31% agreed with the statement while 36% disagreed. The second question asked if the glue that held the college together was its formal rules and policies and the importance of maintaining a smooth running institution. Staff were divided in their response, 33% felt the college was held together by its formal rules and policies while 41% disagreed.

Two alternate open-ended discussion questions were also posed to focus group members and to interviewees. They were: Is there any loyalty within the college and who do you think employees are loyal to and how would you describe the level of loyalty in the college and who are people loyal to? At the administrator levels, loyalty, was to their operating division/unit, the college and then the president. Non-academic support staff were loyal first, to their job/task, then the unit, then their superordinate, and finally to the college.

Faculty loyalty was unanimously directed first to the student, then to their discipline and instruction, somewhat less to their program and superordinate, and least to the college.

Bergquist (1992) and others noted that faculty members express the majority of their loyalty to their professional field of knowledge rather than the college. The very nature of the profession emphasizes specialization and promotes scholarly activities. Yet in this college, the reported emphasis was on the quality of knowledge and instruction which places considerable emphasis on the instructor's professional relationship with the students.

Levels of Trust

Administrators at all levels spoke strongly of the importance and need for trusting relationships in the culture of an academic institution. They placed emphasis on developing and maintaining trust and fairness in relationships between staff and clients, trust in teamwork, trust in accepting accountability and responsibility and its assumption in integrity and productivity. They further pointed out the importance of trust in intellectual activities and in communication. An administrator stated:

> It is important that the business and academic integrity of the college always be uppermost as well as the personal integrity of the person doing the job.

According to the president, senior administrators highly valued honesty, integrity, dignity, recognition and disciplined behaviour in individuals and within units. Staff members at all levels reported support for these values, yet they did not correlate the desired values with respect for actual behaviours. Members of the staff were asked if college employees generally trust top management. Regardless of the staff unit, over one half of respondents and focus group members indicated that they did not generally trusted top management.

One administrator responded to the question, "Do you think that, in general, staff trust the administration?" by stating:

> No, not a high degree. Again, it is who you talk to, but for the most part, in the faculty association and their executive, there is not a lot of trust. They would have the view or perspective that they could not trust the administration to look out for their interests. Of the employee

> groups, the support staff probably has the most amount of trust.

Focus group discussions confirmed that faculty were the most cynical and distrusting group while the non-academic support staff were more trusting. In the middle and senior administrative groups, the trust and level of confidence was positive. At this level there was a greater mutual trust and concern with the operations of the college.

The focus group data indicated that the level of trust in their leaders held by staff declined the closer one moved up the hierarchy to the most senior levels. Trust levels were more positive between core staff and first line leaders. The highest trust level was found to be between the faculty members and the chairs, and between faculty members especially within disciplines or programs. Staff members generally indicated that there was mistrust stemming from the perception that, as one staff member said, "senior administrators do not look out for the needs of lower staff levels. They have their own agenda and we are not part of it."

According to focus group members, there was a mutual distrust between faculty and support staff, and between those working with credit course offerings and those working with non-credit course offerings. Within the support areas, an administrator noted mistrust arose out of "the arrogance of some of the faculty, the fact that faculty are always considered first, and that faculty do not appreciate support staff members that have been here for several years." Some support staff observed that they were perceived as "slaves," less than professional, treated shabbily, and perhaps as "second class citizens." This notion was reinforced by the comments of numerous support staff who referred to the faculty centre, to which they did not have access and to the fact that they do not have a similar facility, and to the level of freedom of the faculty who "are always on committees or at meetings."

Focus group members and interviewees identified a sense of mistrust about the future, and the hidden and not so hidden agendas among career faculty, university transfer faculty and conservatory faculty.

In the early 1970s tension between career programs and arts and university transfer programs was evident. An administrator explained:

> This seems to have faded in the 80's because the career programs mostly became transferable and in fact some of those career programs are indeed leading the movement to get the degree as a form of credential offered by Brookview college.

At the time of the study, faculty reported that the tension and level of mistrust was very evident. A great deal of suspicion was revealed with respect to the future of career programs and their positions.

There was general support for the assumption that university transfer faculty were elitist, research centred and if "one has a Ph.D., they are incapable of effectively teaching to our students." The competing assumptions were, "that career faculty are the only ones who count and produce tangible and entrepreneurial results and products" and that "without the efforts of instructors interested in research, the reputation of the college would not improve." Others believed that "their (career) programs are in need of serious upgrading." Some career program instructors perceived themselves to be treated like second class/rate college citizens. The stereotyping was more evident in some instructional departments than in others.

The third part of the faculty, the conservatory instructors, perceived themselves to be second class/rate citizens and were perceived in the same light by many college staff. They were not considered a legitimate part of the faculty association because they work on an hour/contract basis and were generally excluded from college benefits. They dealt primarily with children, and were usually on campus only to teach. So they generally did not get involved in day to day college activities. Nevertheless, this faculty was recognized as a world class faculty by various external publics, and found support and favour from the senior administration.

Collegiality

Staff members reported that collegiality was a highly prized value in the academic setting. During the course of focus group discussions and interviews the recognition and need for collegiality was a constantly cited value. The findings also pointed to a contradiction in perceptions about the intensity of collegiality. In the words of one administrator:

> Being a bigger organization, it is not as collegial as the smaller institutions that I have worked for. There is not as much interaction between faculty and staff. Basically what happens, then, is that there is not as much knowledge of each other and there is not as much comfort with each other and as a result, the level of trust isn't as high.

Other staff reported that the level of collegiality was not as high as it might appear because as there was a lot of "lip service" and "show and tell" present. Another administrator reported that collegiality and the sense of community was greater when the college was smaller. Several administrators reported that they perceived that over the past twenty year period, the intensity of collegiality was also intrinsically linked to the president as a role model and the exhibited leadership style. They suggested that the more autocratic the leadership, the less evident the collegiality. The relationship between the extent of bureaucracy and collegiality was also cited. They felt that the more bureaucratic the organization, the less collegiality was exhibited. Administrators pointed out that in their college experience, the more autocratic and bureaucratic the administration, the greater the propensity for the development of a counter administration culture (such as was witnessed in the college in the early 1970's). The remnants of the counter-culture were still present in the behaviour, values and beliefs of the faculty.

1.5 What subcultures are evident in the college? In what ways are subculture(s) linked to work units/groups?

Schein (1991) observed that groups need to develop consensus on their membership and clarity of their boundaries. Austin (1990), Bergquist (1992), Chaffee and Tierney (1988), Green (1988) and others support Morgan's (1986) observation that organizations are composed of "mini societies" which possess distinct patterns of culture. The examination of these subcultures was useful in understanding resident cultural perspectives and their relationship to the dominant culture.

Distinct from the college's dominant culture were two other institutional subcultures linked to the hierarchical structure: the faculty, and the non-academic support staff. The two distinct cultural perspectives are presented in this section. These subcultures could be viewed as large subcultures at a second level. The findings also indicated the presence of a third level of subcultures resident in departments, operating or academic units.

The Faculty Subculture

At Brookview, faculty members drew values and beliefs from the dominant culture while developing their own values, beliefs and symbols and shared common meanings which allowed them to rationalize their multiple realities. Through their interpretation of these realities they were able to develop an identity suited to their interactions with the students, the college, other subcultures, external publics and their physical environment. The faculty culture was in conflict with the managerial culture in this institution. The faculty or collegial culture focused on instruction and the quality of student success, while the managerial culture, present in the administration group, focused on the mission, operational aspects and financial dimensions.

To a number of administrators, "The faculty view the dominant culture as quite centralized, controlling, conservative, constricting, and non-innovative." Faculty members and the faculty association perceived themselves as adversarial and critical of administrative processes and decisions, thus creating the notion of being counter-administration. An administrator commented that, "The president often says, we pay people to be cynical and to question and they love to do it." While frustrating to many, the cynicism seemed to challenge and invoke a sense of pride in wanting to do better in sophisticated thought and scholarly pursuits while remaining constantly vigilant toward the administration. This was one of the characteristic differences between the institutional or managerial culture and the collegial or academy culture.

Instructional Focus. Faculty members perceived their central role to be instructional and student-centred. They were asked if they believed that student satisfaction and student success were their highest priorities. The great majority of the faculty were in agreement. An administrator observed, "...within units, they see themselves as different or holding a certain view of the world, nonetheless, they are consistent with the credo "student success and satisfaction," furthermore, "the intent of college policies rather than the letter causes battles among the units." Some "old guard" faculty members asserted that they felt that the historical roots, especially the religious values and the transition from a school based curriculum to a post secondary education created the belief in quality education.

The focus group members, including the distinguished instructors and other faculty members, reported several central beliefs and values. First, they felt that the instructional process "turned out people to be life successful." They espoused a belief that, as one faculty said, "they needed to go beyond their teaching assignment" in order to be a good instructor. Focus group members reflected the views of one faculty member who said:

> There are serious conflicts between the need for the student contact, the need for personal academic and experiential growth, the need for constant innovation and improvement in the instructional process, and the need to have a healthy personal life.

Focus group members, survey respondents and interviewees were asked if the instructional process governed their behaviour and values within the work unit/program. The majority of the faculty agreed (64%), while slightly over one half of the overall college agreed (53%). Throughout the focus group sessions and interviews, faculty members revealed a strong commitment to the instructional process, the students, the pursuit of scholarly experiences, linkages to the external employment community, academic freedom and, in some cases, scholarly research.

Symbols. The faculty reported that they saw several symbols within the faculty culture. They highlighted the faculty lounge as a symbol of identity and status, their own offices and their privacy, the location of the program on the campus, and their respective coffee lounges.

Another significant symbol through which the faculty exerted influence power over college academic affairs and college governance was the academic council. Through the council, academic matters were discussed, examined, and decision were rendered. These decisions may be binding or they may serve as recommendations to the Board or senior administration. Many faculty reported that while the council was a significant part and symbol of their academic world, "They," as one said, "perceived that the power and influence of the council has seriously deteriorated over the past ten years." Several agreed that, "The loss of real council influence has further confirmed the decline of faculty influence on the academic affairs of the college." Others strongly disagreed, saying, "the council's power was a reflection of some of the personalities on it and the current council appears to be making some progress, although not enough in our opinion."

These value differences introduced a negotiating culture which created actors or entities to represent divergent views. In this college, on centre stage were the administration and the faculty association, the students' association and the non-academic support staff association. These groups utilized the political process to achieve their goals, particularly to counter what they perceived as unilateral decisions or inequitable situations. Staff members identified the elements of the collective agreement, part-time staffing, empowerment, physical facilities, parking, courses, trimesterization, research and the degree granting controversy as examples of the use of the political or quasi-political processes. Faculty members noted that, "In order to have power here, you need to be visible in meetings, committees, and the association."

External observers of the subculture, other college staff, saw the faculty members as aloof, arrogant prima donnas, underworked, and overpaid and with too many holidays. To some support staff, the faculty member's flexibility and independence were seen as "a flagrant abuse of their work ethic." Some support staff observed that some faculty treated other college non-academic staff as "second class citizens." In this college the subculture was pervasive in all dimensions of the college and its membership used the collective culture to accomplish its goals and objectives.

Another widely accepted symbol was the routinization of meetings within the program and department areas. Faculty and chairs pointed out the regularity of the meetings and while they differed on the values and productivity, most indicated that they did see them as a significant part of college life. While staff tended not to play up most of their symbols, they indicated a sense of pride in pointing them out. Several faculty pointed out the Conservatory of Music, Speech Arts and Dance as a historical symbol of the college. This proved interesting since the faculty did not necessarily feel the Conservatory was a true academic component of the college.

Quality of Instruction. Faculty members and chairs indicated that quality of education was more important than the quantity. They felt, "...that quality was being compromised as a result of the numbers game and funding." Several faculty observed that, "Poor teachers just go and do their classes and survive" because the remedial and/or peer behaviour modification process was not very effective. They commented that, "While they do exert pressure to modify behaviour, they were reluctant to do so since it was a colleague." Faculty members indicated that they would generally refer the issue to the chair and/or the dean. Echoed by others, a chair commented, "The problem is difficult and nearly irresolvable, since the evaluation system is weak and peer colleagues will hide, ignore or isolate the problem especially if the individual was tenured." Several chairs added that, they did not really have authority over the faculty to do anything, and thus referred the matter to the dean.

One dean observed, "They talk a lot more about doing something than they ever really do," adding, "They know the problem exists but you know its the weakest member of the group in a sense and they'll protect him." Faculty were reluctant to take any pro-active corrective or disciplinary actions. Observing the situation, one administrator noted "Faculty members don't necessarily like it, but when it comes to shove sometimes they're not really willing to do anything about it. They talk tough but they really don't push people out." Faculty members and administrators agreed that once tenure was present, remedial actions are difficult and politically sensitive. The tenure process might well be viewed as lifetime employment.

In marked contrast, the "distinguished teachers" group suggested that excellence in teaching "is not well recognized" and "is undervalued." They further observed that the time commitment to teaching excellence was neither accounted for nor recognized. "The system does not recognize the extra efforts of an instructor," commented a faculty member, adding, "The emotional costs are very high." Another faculty member observed, "Empathy for the student is often at a personal cost especially if the instructor believes in student success and winning." Another faculty instructor concluded, "The better the instructor you are, the more work you get. Sometimes you can't deliver."

Within the collegial culture of this college, several issues were identified. One significant issue was the use of sessional staff. Faculty members expressed concern about several ethical and professional issues related to sessional employment: dedication; availability to the student; consistency; credibility; ability to teach; ability to contribute to the scholarly process and evaluation processes; commitment to the program; the number of times sessionals are re-employed; the extent of interactions with colleagues; and the values and priorities of the sessional. Faculty members hastened to add that sessionals contributed currency to the course and specialization to the program and in that sense, they were valued.

Faculty members pointed out that power was an associated issue. As a faculty members, sessionals had faculty association membership and voting rights. If there were enough of them, they could accordingly, outvote the full time faculty on association or department decisions.

Uncertainty. Faculty members consistently pointed to a serious concern about their future and their careers. Several pointed out that the college seemed, "to be evolving toward the offering of four year degree programs." In program areas which did not currently or imminently offer university level training, there was considerable anxiety over future job activities, courses and program directions.

Several faculty members expressed concern about their job security, and noted likely requirements to enhance their credentials and obtain a doctorate degree and the need to undertake research. Whether or not their fears were real, they were thought to be so, and they fostered a script for a division between those members who were in the university transfer area and those who were not.

Flexibility and Academic Freedom. Faculty members reported that in addition to academic freedom, "they highly valued individual freedom," as well as "flexibility and independence from fixed working conditions other than regimented by the collective agreement." Several focus group members concurred that, "We value the opportunity to share ideas and to work with our colleagues." An administrator observed:

> I feel that there's still a lot of room for an instructor to be very independent and to really go their way in a lot of what they do. There's good collegiality in the department because I've been to a lot of department meetings and in some cases they have discipline meetings where they talk over problem students or different areas of the curriculum and so on and so forth, but I think there's a very healthy independence of opinion there.

A faculty member added, "The size of the program, student numbers and mix of sessionals and full time staff greatly influenced the extent of personal contact."

Program Subcultures

One administrator reflected the views of several staff stating, "Well, I think since the creation of faculties there's been a tendency for people in the faculties to identify more and more with their organizational units." A dean observed, "There is a growing sense of a cul-de-sac world at the college." In one focus group, a member observed of their division that they, "saw collegiality in administrative units but in many academic units there was no apparent discipline or program connection, there appeared to be a lack of interpersonal appreciation and even a lack of the use of a common language."

In this college, this type of subculture was more visible in the non-career diploma areas. In the career diploma activities, the culture of the academy and collegial culture described a commitment to collegiality coupled with autonomy as the appropriate organizational context within which faculty should work. The culture reflected broader and more common meanings, values, beliefs and a bonding to the program area. These features resemble those in the areas of business and applied arts, community and health sciences and the conservatory of music, speech arts and dance. In other academic areas where programs were less evident and individual course or disciplines were more evident, the subculture was more fragmented and loosely connected. In the latter circumstances, instructors appeared to be more independent than in other areas.

The Conservatory of Music, Speech Arts and Dance. The Conservatory of Music, Speech Arts and Dance was a unique feature in the college and faculty culture. The conservatory served the region in areas historically lacking in the school or city system. It sought to provide quality music and speech arts education in Canada and consistently worked toward a "centre of excellence" status. Several of the conservatory staff agreed that, "They did not really consider themselves a part of the college despite the fact that the conservatory has had an integral role since the college's inception." Adding to the college and the external culture, the conservatory provided a series of musical and performing arts presentations to the internal and external communities throughout the year. Their efforts were well recognized and appreciated by the community and some members of the college.

Unlike other parts of the college, the conservatory primarily serves children who may be part of the program for up to eighteen years. This longevity with the child and parents created a bonding process unlike that in other parts of the college. Central to the instructional process was the development of individual abilities and the conservatory's respect for the child as a musician regardless of age and talents.

The faculty were committed to the instruction of the child on a one-on-one basis. Administrators and coordinators reported that the faculty were among the finest musicians in the province and work partly for the money but mostly to bring musical skills to the children. The prevailing value was, "...to do your best for the child." The competition among the instructors to bring their students to a high level of competency was very evident. The competition did not appear to be harmful for the student while it did motivate the staff. Competition occurred through internal student presentations and external presentations. Unlike other academic areas, all conservatory faculty were part-time, usually working twenty to thirty hours per week, and compensated on an hourly basis. They were not part of the faculty association, and they were present at the college only when they were teaching. They generally did not take part in the division's or the college's day-to-day activities. As a conservatory administrator observed, "There is no status for them, no citizenship."

Faculty member commitment was clearly to the student, then to the conservatory, with faculty a distant third. The combination of circumstances had led the conservatory staff to feel that they were clearly "second class" citizens. Staff offered several examples to validate their perceptions. They were not faculty members, had continuing difficulty with payroll and were excluded from college staff benefits and prevailing instructor wage rates. They had constant parking problems, and during the weekends, staff reported constant difficulty obtaining appropriate heating and air conditioning which impacted seriously on the musical instruments and instruction. Conservatory staff members pointed to a general lack of understanding and appreciation by other college staff of what the conservatory really was; thus the conservatory staff felt a sense of frustration and alienation toward the college. As part of the focus group process, twenty-five instructors were invited to attend a focus group. Not a single person appeared, verifying their lack of involvement in college affairs. However, conservatory staff members explained that they felt they did have the attention of senior administrators who were supportive and appreciative of the conservatory programs.

The Continuing Education Faculty. The Continuing Education faculty appeared as an academic subculture primarily as a result of its instructional facilitation function. Its mission was to provide relevant and high quality instruction to the external communities not served by regular day programs. It provided both credit and non-credit courses and programs. The client or student was paramount to this faculty. As the dean commented, "The satisfaction of our client group is critical and links directly to our success." A course coordinator noted, "People will vote with their feet if we are not high quality," therefore, "There is considerable importance placed on the credibility of the course and instructor."

The continuing education faculty valued innovation and entrepreneurship in developing new programming initiatives and ventures. As a cost recovery activity, course development and implementation were closely linked to revenues, costs, and cost effectiveness, although, one staff member noted, "It is not a good thing to make too much money." Course coordinators are encouraged to take risks, however, as one pointed out, "We can go ahead and try it, but we must be cautious in our risk taking." In developing initiatives or mounting courses and programs, "we collaborate closely with academic faculties and support areas." A staff member observed, they "have a willingness to overcome barriers and develop new relationships" reflecting the belief that cooperation and collegiality were important.

Coordinators were assigned to individual faculties to provide liaison in academic credit programming and staffing matters. These people had become a part of the fabric of the academic program or department through attending ongoing meetings. Chairs had indicated that they appreciate their input and assistance. A positive relationship with programming areas was critical since Continuing Education does not have course developers or resident instructional staff per se; rather, it contracts from within the college and external consultants. The expertise required in credit courses was usually available in the programs, thus chairs and faculty are important in the course development and the staffing process in credit courses.

Historically, there had been jurisdictional rifts over course development, staffing and evaluation of credit and non-credit courses and programs, and the management of and revenues from credit programs. Several techniques were employed to overcome the conflict and harmonize efforts. As part of the faculty's liaison and public relations efforts, food (snacks and coffee, receptions) was used as vehicle to stimulate socialization and interactions among its own staff and with other parts of the college. Some of their public relations activities had been almost institutionalized within the faculty and had become a ritual. The dean suggested that the efforts had been well received by all participants.

The Continuing Education faculty had responsibility for the operations and success of the city centre campus. Primarily a continuing education function, the centre served the training needs of the downtown business community. Due to its recent implementation, its success or failure was yet to be determined. Many non-continuing education staff view the downtown campus as a symbol of administration and felt it was a consumer of college funds which could be better spent for on-campus activities. The downtown and on-campus continuing education activities, according to several senior administrators, reflected a significant growth area, a change in markets, and a need for the college to earn additional monies to balance the budget.

The Non-academic Support Staff Subculture

The non-academic support staff were seen as a part of the managerial culture. This group focused on processes, outcomes and criteria for judging individual and unit performance. The overall findings indicated that this subculture group played a smaller and less influential role in the leadership and governance of the college. Non-academic staff focus group members viewed the performance of their services "as critical," "bringing strength to the rest of the college," and "they were proud of their support unit's performance."

A support administrator responded to the question, "Are there areas which have their own identity and is there a boundary that exists between them?" by stating:

> Well I think the boundary is there, that's reality. I know a lot of people all over the country, in academic institutions and the boundaries are always there even if people want to say they are not. A lot of it comes down to protecting, I suppose, or of losing what they consider to be their turf. It's frustrating sometimes because you can't overcome it because the line is very distinct between the academic department and the administrative department. They are trying to achieve the same thing but they are going about it in different ways. Each thinks their way is the right way. So it comes down to who will win.

Several support staff members and managers observed that they would like to see the gap between the groups closed and the polarized views of their relative importance and service eliminated. They were also confident that this would never happen. They expressed concern over, "...being viewed and treated as second class citizens whose job any one in the college could do."

Support staff members saw the overall college's culture as supportive of their efforts, providing some security, control, stability, and centralization, but not to the same extent as that provided for faculty. Several staff members in the focus groups observed that for them to have any sense of empowerment, status and recognition, they "must possess considerable knowledge and expertise." They viewed the college as a business and focused on serving the overall college, the student or other clients. Support staff members suggested that in one sense their mandate was wider, in that they must provide excellent service to all college constituents by doing the specific jobs they are charged with while keeping "their nose out of everyone else's business."

A norm several support staff members reported was "an unwillingness to accept blame." They commented one should "pass it on to them" and they "should not have to take on any risks." Compared to faculty, support staff felt they were most vulnerable to criticism and job loss and felt a lack of job security. Several felt the presence of a lot of office politics and favouritism. There was also a perception that, "This college was still the domain of males (in spite of several exceptions) and that there was, in the support area at least, an 'old boys' network from which females and core staff are excluded."

Several staff members felt that their commitment and loyalty to the college was stronger than the college's commitment to them. The support staff members indicated they valued existing teamwork and the presence of positive leadership within the support areas. Several staff members felt that, "teamwork and interpersonal relationships were more important to improving effectiveness than were performance expectations." In contrast, administrators concluded that in general, support group control was more tightly coupled and supervision was closer than in the faculty group or administration group.

While many of the values and beliefs espoused were those found in the dominant culture, several localized values and beliefs were revealed. Support staff members, despite the "avoidance of blame" belief, indicated that they valued honesty and constructive criticism as expressed by their peers and some superordinates. Several staff members commented that their bosses, "were good team leaders, sensitive to their needs and plights." Other valued aspects of their jobs that they cited included the use of humour, innovative ways of letting off steam, dressing down - blue jean day, open communications and individual and peer integrity.

The concept of collegiality was redefined by the support staff in terms of teamwork and networking, again suggesting that interpersonal relationships were more effective than formal channels. They valued the leadership of the current president and were generally supportive of the administration's efforts. Participants did not suggest the presence of any counter-administration culture such as the one found in the faculty.

Many college staff members echoed the sentiments expressed by a support staff member, "This college is barren of symbols, there is a need for more symbols and traditions with which staff can identify and from which they can gain strength." This sentiment was contradicted by those who felt no kinship to the college's current or past history, and saw traditions as "a hindrance to the future."

Support staff in a number of areas were concerned about the potential for a great rift in the future of the college. The rift they foresaw was a result of the college's efforts to move toward degree-granting status. They were concerned about the rupture of the cultures and infrastructures of college operations between those in degree granting and those in non-degree granting activities. They felt that some support group members might be forced to reconcile various forces and demands and to make choices of service levels, loyalty and support. Focus group members felt that the stabilizing and norming behaviour of support staff could be compromised in a way that would be disruptive to all levels of service and clients.

Third Level Subcultures

There were several third level academic and non-academic support subcultures present in the college. They usually resided at the functional program, unit or department levels. Generally values and beliefs similar to those embedded in the dominant culture and second level subculture were exhibited, adding the unique localized values of their specific world. Subgroups were identified in program and instructor groups, and security, finance, the office of the registrar, and other specialized work units.

The distinctions between these subcultures often lay in how they interpreted their work unit world and how they saw themselves fitting into the subculture or the dominant culture. For example, some program members, who focused on career preparation, were able and willing to take risks. They were entrepreneurial, had a pragmatic orientation and they were very individualistic. Another subgroup was more concerned with higher-level education rather than training, exhibited scholarly outlooks, research interests and a more inward focus. The third level of subculture while tuned to the student and college mission viewed the organizational environment in different ways.

The existence of several levels of subcultures was very evident within this college. Each exhibited unique values, beliefs and shared meanings. They exerted influence over the behaviours and actions of their members through the sharing of meanings and interpretation of their multiple realities. These subcultures were often in conflict with other cultures and were difficult to harmonize with the dominant culture.

Summary of the Chapter

This chapter presents the finding relevant to the first research question, "What are the current characteristics of the college's organizational culture" and the five associated subquestions. The chapter is organized around these five subquestions. The first subquestion sought to describe the critical events and processes that have contributed to the shaping of the college's present culture.

In the beginning, the college sought to fill an education void in the city. It was evident that the fledgling college's culture had been shaped by a series of critical events and processes which began with the founder and the instillment of his values and beliefs. The college's initial values, beliefs and assumptions were also rooted in theology and educational practices of the day. Succeeding principals and presidents each influenced the culture and organizational structure throughout the college's transition from a school and Conservatory to a comprehensive post secondary college. The 1970s through the 1990s were marked by significant transition periods of instructional innovations and technology, the relocation and new campus, the perceived rebirth of the college, a changing clientele, and the dramatic and sometimes traumatic shifts of leadership and organizational structure, all of which critically influenced the essence and characteristics of the college culture and subcultures.

The second subquestion focused on describing the physical artifacts which were evident in the college. The move to the new campus marked the end of one era and the beginning of another. The new campus exhibits few historical artifacts and symbols from the pre-1972 college. The most evident physical artifact is the new campus with its subsequent expansions. The campus building contains a number of new physical symbols, namely, the faculty centre, library and "islands," artwork, portraits, distinguished people and service plaques, a logo, and sculptures.

The third subquestion centred on describing the cultural symbols that were evident in the college. The results were assembled under several headings: stories, myths, norms and taboos, rites, rituals, and ceremonies. The stories which were separated into administrative stories, faculty stories and stories about support staff. Administrative stories centred on actions, practices and behaviours of leaders. Faculty story themes focused on faculty member relationships with administration, instructor situations, students, heroes, exceptional instructors, college life and support staff. Support staff members centred on stories about extraordinary efforts and performance, lack of recognition, interpersonal dynamics, dealing with others including administration and expected behaviours.

College heroes were another heading in this section. There were many stories about various college heroes and why they were considered to be such. Two groups of heroes emerged, those widely cited by staff members and those cited less frequently. While members of staff were reluctant to consider administrators as heroes, they did mention several along with staff members from all parts of the college. The most significant heroes were either caring individuals or those who championed a cause or issue.

College myths was another category of cultural symbols. Myths for the faculty members related to work efforts, instruction, laziness and incompetency, decision making, communications, teaching competency, interpersonal relationships, finance, entrepreneurial activities and the counter culture. Support staff myths were evident in several theme areas including the levels of expertise, finance and budgeting processes, the self worth of employees, the satellite campus, favouritism, decision making, communications and entrepreneurial activities. Myths about the administration were few and centred on leadership, decision making, empowerment, finance and budgeting, and communications.

Members of staff members in describing their norms and taboos, depicted their expectations and behaviours for staff members in dealing with colleagues, students and administration. Informal norms and taboos were found to be more commonly used than were college policies and procedures. There were several unwritten rules in dealing with administration based more on fear than protocol.

Another discussion heading was rites, rituals and ceremonies. It was evident that the college and divisions did have a number of formal rites, rituals and ceremonies which included those events which were demonstrative of the college's values to the students and the community. But there were many more informal rites, rituals and ceremonies associated with and practised in the subcultures. It was also apparent that formal rites, rituals and ceremonies were not generally well supported or participated in by members of the college staff.

The fourth question sought to describe the values, beliefs and assumptions of the college's culture. In this section, the results were grouped under several headings. They were: the college vision and mission statement, image and identity, level of student satisfaction, excellence in performance, administrative values, commitment within the college, the presence of loyalty, levels of trust and collegiality. Numerous values, beliefs and assumptions were described in this section. The prevailing theme of the core values and beliefs supported the vision and mission of the college and the provision of excellence in instruction.

The fifth question sought to determine if subcultures were evident in the college and if the subcultures were linked to work units/groups. Bergquist's (1992) typology was used to describe the presence of the dominant culture identified as the managerial culture, and other subcultures, namely, the collegial culture, the submanagerial culture (non-academic support staff), the developmental culture and the negotiating culture. The latter two were less evident and less important than were the others. A similar typology by Austin (1990) was also used to assess the college's culture and subcultures. In this college, there was strong competition between the managerial culture and the collegial culture for power and control.

The study also revealed a third level of culture associated with units, programs or specialized formal groups. While these subcultures were value and belief repositories of the dominant and second level cultures, they seemed to be pervasive and influential on their own membership as well as influencing the shape the college culture. The findings suggest that these third level subcultures may indeed be the most significant subcultures in the achievement of the organizations vision while exhibiting the essence of the college culture.

Chapter 5

ORGANIZATIONAL CULTURE AND LEADERSHIP

Writers have discussed the influence leadership has on culture and, conversely, the influence culture has on leadership (Bergquist, 1992; Birnbaum, 1988, Chaffee and Tierney, 1988; Green, 1988; Morgan, 1986; Schein, 1991). Chaffee and Tierney observed that, "Leaders influence culture and culture defines leadership" (p. 21). Birnbaum added that, "The administrator is not an appendage sitting atop the organization but an integral part of a complex network within it" (p. 225) and concluded that bureaucratic administrators seek rationality, collegial administrators search for consensus, political administrators desire peace and the symbolic administrator searches for shared meaning and tries to make sense out of the culture. In general, administrators seek a balance between these perspectives. The leadership at Brookview college was no exception. This chapter addresses the research question:

2. "What is the relationship between leadership acts and organizational culture?

The findings relevant to this question are presented in five sections. The first section focused on the overall leadership within the college and the second section on the leadership of the president. In the third section the leadership perspectives of the Board of Governors are presented. In section four, the perceptions held by first level leaders (chairs, administrators, managers, coordinators and first line supervisors) about upper management levels (president, vice-presidents, directors, and deans) are described, and are followed by an examination of the leadership of deans, chairs and non-academic support managers completing section five.

Overall Leadership in the College

To reiterate the comments of a senior administrator, while "there is no right way or single method of managing in the college, ...senior administrators were concerned with the development, implementation and demonstration of common values, beliefs and commitments consistent with the college's vision and mission." Several administrators and staff members pointed out that there have been four distinct periods of contrasting leadership styles and values. During these periods leadership vacillated between extreme bureaucracy and quasi-participation, and resulted in a cultural history of uncertainty, conservatism, and conflicting values and beliefs. During the past two decades, the evolution of and competition between the managerial culture and the collegial culture has been heightened by diminishing resources, varying leadership styles, instructional technology and structural changes, and the changing student and employment markets.

Identity

Current administrators revealed a shared clarity about the stated mission and vision of the college yet they were unable to succinctly identify what the college was or what it stood for. In their discussions, they focused on what the college was not rather than what it was. This lack of a distinct identity was repeated in conversations with the college staff, the board and the external community.

College administrators presented a common identity emphasizing their own managerial culture's values and beliefs while attempting to protect the values, beliefs and assumptions of other subcultures. As one dean stated, "Deans and executives work toward a common goal and vision. We work as a team for the betterment of the college." The administrative group, especially the senior administrators and deans, faced strong contradicting perceptions about their espoused administrative values and beliefs from those within lower hierarchical levels. The first level leaders indicated that they are of the opinion that "the executive group works in their own best interests which may not be in the interest of the students or the college."

Locus of Leadership

The leadership throughout the college was viewed as centralized with all significant authority, decision making and power resting with the president and the vice-presidents. In this college there was a sense of confusion and conflict over role authority. Below the executive level, leaders consistently indicated uncertainty about their authority and limits of discretion. As one leader suggested, "Frequently you just do it and wait for the response." Most staff agreed, however, that there was clarity about the role of this president. One administrator explained:

> From a college perspective, in terms of direction, in terms of decision, in terms of strategic importance that can alter the course of how things are happening, it's certainly with the president and his executive committee.

Participative leadership principles were espoused be administration who thought them to be embedded in their subordinate leaders, the principles appeared to be illusive to core staff. Staff members consistently reported that they were solicited for input but were not involved in the decisions nor did they receive feedback.

College staff members viewed executive management as the leaders, planners and decision makers, yet mid-level administrators (deans and directors) in speaking about themselves and indicated:

> The middle layer feel that they run the institution. They are the ones who keep the place running, in an operational sense, on a daily basis.

> There are those guys upstairs who are in their meetings all the time, thinking about things, either long term, outside or in theory. Dealing with policies on a day-to-day basis and making this place work, it is us guys in the middle.

Furthermore, faculty members held different perceptions, stating that they themselves were the ones "who really make things happen and that they are the leaders in the academic area and classroom where it really counts." One instructor's observation, echoed by others was, "It doesn't matter who you have up there, when I am in the classroom, I teach my class and that is how it happens." There are three distinct leadership perspectives: leadership in the macro sense of leading and establishing the practices for the college; leading at the operational levels to coordinate the college functions; and leading at the functional and task levels.

First-level leaders (i.e., chairs, foremen, managers, administrators, coordinators and supervisors) across the college indicated that they perceived their immediate supervisors, i.e., deans or their equivalent to be powerless conduits whose role was to represent senior administration in matters touching on finance, communication, policy and planning. Several first level leaders indicated that their superordinates did not seem to wish to become involved in or guide the day-to-day unit activities. This left these leaders and their staff with the task of creating an operating reality. While many first-level leaders indicated that they were left with the feeling "of being in a vacuum," others were appreciative of the remoteness and of being "left to their own devices." However this degree of freedom seemed linked to the feelings of numerous leaders and staff who reported being "disenfranchised as a college team member." Leaders consistently indicated uncertainty about their authority and limits of discretion.

College staff members in the focus groups indicated a division of thinking regarding the current hierarchy. Some felt that the organization was top heavy with too many leaders and levels, while others indicated that they were "not unhappy about the number of levels but they were unhappy with the distribution of power and empowerment." Staff concerns appeared to be rooted in the effectiveness of the design of the organization's hierarchy. Some of the concerns focused on recent hierarchial changes which were made but then revoked. Staff members perceived the changes to be related more to personal agendas than to organizational effectiveness.

The president commented that he had recognized that:

> The college had evolved to the point that restructuring and decentralization of authority was a possibility, perhaps even essential. ....the current college leadership was striving toward the development of a new college vision, image and identity through the redefinition of its current

academic activities and through the proposed installation of four year degree programs.

The anticipated visionary outcome of this vision are that the college will be able to respond to the current and future needs of the community and that it will create an internal unity of cultures and mission. The president expected the solidarity and cohesiveness of leadership values and practices to foster a greater unity and encourage the consolidation of the various non-academic and academic subcultures into a college of excellence. But given current vision and institutional programming proposals, the president stated that he, "... was undecided about the appropriate limits, process, implications or outcomes."

Communications

The president's demands for detail are such that as the executives explained it, they were concerned, almost to the point of obsession, about the adequacy and accuracy of the flow of communication and amount of detail provided to them. Several deans reported that much of their activities were linked to preparing extensive reports. First level administrative and core staff members reported, and to some extent were frustrated and fearful of, the executive's ritual of requiring volumes of detailed information. College executives have instilled a symbolic reality. First line leaders raised the following questions and comments: "What are they going to do with all this information?" "All I do is gather information for the next meeting or request." and "Will it be used against us?"

The president stated that he felt he had countered these concerns through the introduction of briefing sessions designed to provide an open communication forum. These sessions have experienced marginal success and are regarded by staff members as more symbolic than substantive. Staff focus groups asserted that the briefing sessions were not well attended since they "found nothing was new," "communications were one way," and "most likely, the decision had already been made." The issue of improving communications was identified as an on-going priority by the president and other senior administrators.

The Leadership of the President

This president was a significant force in the formation, evolution, transformation and embedding of the many dominant values, beliefs and assumptions present in the college culture. As the college's functional, symbolic leader and role model, the president has articulated a college vision and created mechanisms for transforming the vision into a reality. The president said he was:

> Trying to make it a place where they feel that they can grow to make it a major community asset and a resource for people who live in the city, a

> place where people feel a sense of pride, morality, personal achievement, and the development of personal growth.

His vision was based on his convictions about education. He explained:

> Education is about people and my first concern is people. If people don't believe in it, they don't make it happen. The most important thing that happens in this institution is what happens between students and instructors or between instructors and other instructors or students and other students or instructors and administrators, between administrators and support staff. In other words, the thousands and thousands of transactions that occur between people, who in my view, ought to be learning. We should be constantly learning, individually, collectively, and organizationally.

He consistently expressed several central values which he expected his administrative team to support and in turn espouse to their staff. The president said, "We try to make the college a better place so people matter enormously and trust matters, integrity, consistency, which is a form of integrity and the focus on our students, and I do what I do personally as a form of service."

According to the deans, the president's concept of personal achievement and growth was reinforced by a joint commitment with the vice-presidents to achieve a level of excellence in college service and academic scholarship. The latter is reflected in emphasis on competency (i.e., dacums; advisory committees) and excellence in current programming and the four year degree-granting proposal. However, although scholarship is promoted for students, its development through research is not supported for faculty. Administration and Board espoused the position that the college was not to be research oriented or promoted as such. In contrast, some university transfer instructors and some administrative staff expressed support, in principle, for research and the improvement of the quality of the discipline, adding that the college credibility, image and identity will benefit.

The president offered insight to his vision and values by stating:

> The other major responsibility we have is to provide leadership and to me that means having the moral courage to assert a vision, a sense of direction and having the ability and skill to make that vision compelling to the people in the organization and practice so that they can actually realize it.

One administrator observed:

> The president has a tremendous influence, a very powerful influence in the executive committee, even in past executive committees prior to becoming

> president, so I think that from my perspective, many of the values really are reflective of what the president really believes.

In attempting to reconcile the diversity of the college, the president indicated he had "high tolerance for disagreement and for diversity of opinion and argument, and I don't think bureaucratic organizations sit well in academic institutions and I understand the reasons for that." The president, according to several administrators, "works toward developing consistency of dealings between faculty, support staff, students and administration." As a leader schooled in philosophy, the president has accepted the need for faculty, and others, to criticize anything that administration proposes. This increased tolerance for disagreement permeates throughout the administrative ranks, especially in the faculty administrator group. Deans reported that they have had "...to become more tolerant of disagreement and dissonance in keeping with the nature of the current faculty culture."

The president said he "welcomed criticism," adding "that criticism and judgments sharpen the skills of administrators," and that "you can't run the college amateurishly, you have to know what you're doing." Although the president did not see himself as significant to the organization, the interview data suggested that few in the organization would agree with that observation. Some staff members noted that since the president had risen from within the ranks of the college, his understanding and sensitivity toward various groups and their values and needs had a high priority. In contrast, several faculty members said that they felt that their president had "lost touch with the faculty and was no longer sensitive to the needs of faculty," stating such things as "he has lost touch with us," "he is no longer the flag carrier for us," and "he is no longer an academic." Several staff members pointed out that the president did not possess a Ph.D., an anomaly among post secondary presidents. To some, its absence served as a bridge to their pragmatic world.

Staff in the focus groups and interviews and the observations of the president clearly indicated that the president was strong willed and very much in control of the overall operations and culture of the college. An administrator observed that the president "has a fantastic background in the institution and works from incredible knowledge about the organization, so he definitely lends direct push in the direction he sees the organization going."

The president and both vice-presidents espoused the value of participative leadership and team-centred actions. This value was transmitted throughout the ranks through meetings, memos, briefings, conversations, and role modelling but, as the survey findings suggested, the closer to the first level employee, the less credible the value appeared to be. Those findings indicated that 53% of all respondents, 62% of faculty, and 50% of non-academic support staff felt the college was a very formalized and structured place and that bureaucratic procedures generally governed what people did. Discussions with focus group members and with other core staff indicated a strong feeling that the executive's sense of participative leadership was not evident throughout the organization. An administrator observed that perhaps this view was due to the fact that "we are centralized by design but decentralized by practice." This may explain the lack of congruence between what is professed and what is practised.

Several non-administrative support staff members observed that they did not identify the president to be a leadership symbol because "he was never visible to them," "never visited them," "was always in a meeting," or "all I ever see is my immediate boss."

In sharp contrast, interviews with administrators revealed that most perceived the president as a symbolic leader with clearly espoused values on leadership, practice and structure. They concurred that the president needed to articulate more publicly his values and beliefs to all staff. Several administrators agreed with the observations of a colleague that, "The president has shaken off the views that people had of him as a vice- president, academic, gone through the needed functionalization process and is now striving to become more humanistic and symbolic." One added, "I'm impressed with him exhibiting leadership in different ways. That's the role he's going through."

Most senior administrators saw the president as a strong operational leader. At the same time other staff members held different views. They described the president as a cautious and systematic leader who "can work through an issue to its core and question the vital parts of an idea or concept." He was perceived as "wanting to have everything formalized and in policy." They felt that he also wanted to develop a sense of situational leadership in all college leaders. The president said that he agreed with these perceptions.

Several administrators indicated that the president was viewed as, "focused inwardly on his policies, procedures and the detail." It was also suggested that a preoccupation with detail was implicit in the leadership practices and techniques of the two vice-presidents. Others, including administrators, felt that some "people have trouble working with that kind of intense style."

Interviewees and focus group members indicated that the president was generally seen as a hard worker who was committed to a personal and college vision, and the betterment of the college through its treatment of its human resources and administrative practices. Clearly the president was the central figure in the college's administrative and cultural profile.

The Board of Governors

A focus group interview was conducted with the Board of Governors to examine the perceptions, values, beliefs, expectations and leadership of the board. During the discussion, it became clear that each board member was committed to the success and welfare of the college. They described their commitment as "a hands on way to help the college" and "able to move the rudder toward a better college." It was apparent that the board supported the vision, leadership and practices of the president and vice-presidents. The board expressed the belief that "education is an answer to society's problems" and that "education leads to jobs."

The board members were asked to describe the college as they saw it. They indicated that the college possessed a positive charisma, and "is full of interesting and capable people." One member stressed that, "The college is a democratic organization," while another labelled it, "a commuter college," and a third added that it, "occupied a market niche different from the local university and other post secondary institutions." They described the college as personable, approachable, committed to student success and the learning process. Comparing the college to the university, the board members thought that, "The university was cold and impersonal while here we care about the students and staff."

Members observed that they saw the college as "a community of instructors and students."

According to the board, the college's mission and programming reflected an orientation to pragmatic career training and university transfer education but not to a research oriented college. The board members wanted the college to move towards degree-granting status since there was a perception that we "cannot provide enough training in two years and must evolve to four years to meet the needs of the community," but in doing so, they recognize that the college, "must build on the strengths present in career and other programs."

As members of the community, they perceived that the college was a stabilizing force with a strong image although they were unable to succinctly describe what the college was or stood for. Several remarked that they saw, "The presence and continuity of the Conservatory as a stabilizing and credible force in the college culture and in the local community," adding that, "The Conservatory is directly linked to the image of the college and to some is the college."

The board was asked to describe the influence of the college's history on the college and their actions. Their comments were similar to those of most of the college staff in expressing a "collective amnesia" about past events and history prior to 1972. Their concerns were in the present and they viewed history as presenting potential barriers. One member commented that, "some irrelevant traditions and values are, by deliberate actions and planning, destroyed so that we can move forward." Members indicated that they perceived a need for the college to be "contemporary" in courses and programs and that departing from the past was essential, noting that, "quality relevant contemporary training is important" as is "constant curriculum revision."

During the discussion on the college's vision, they expressed support for it, predicting that, "The vision would not only meet emerging needs but significantly move the college forward." One member summed up the board's belief that "As the world moves forward, degrees will be required," while another speculated that, "Certificates for further specialization will be taken after a general degree." Nonetheless, they believe that the two year program and certificate programs would "continue to exist to support career training and retraining activities."

The board was aware of the impact the credentialing issue would create and concerned about the potential disruption of instructional staff values should the degree granting proposal be successful. They believed that the bridge between the Ph.D.s and non-Ph.D.s could successfully be bridged without creating two or more classes of instructors. However, they did not offer any suggestions as to how this might be accomplished.

The board members were asked to describe other values that they felt were present in the college culture. They cited several including the "caring" of people and collegiality within groups; the "students, regardless who they are;" the small classes and personal contact between the student and instructor; "helping people to develop and succeed;" the instilling of a "sense of belonging;" and the college's "high expectations of everyone." Members applauded the college's efforts in its constant re-evaluation and modification of its activities and actions. Board members indicated that they would continue to work toward the preservation and evolution of values and beliefs identified as important to the fabric of the college culture.

They perceived their leadership role as the stewardship of the college with the provision of actions and decisions supportive to the college, its staff, and the students. They expressed interest in the organization's culture and recognized its impact and influence on college life, and their role in dealing with the political and economic realities of the college and external community was important to them.

The board indicated that they were, in part, guided by the president. As one member observed:

> It is very apparent that the style and calibre of the president is absolutely critical to how the college is going to function, the strong leader is

> important and the manner in which he conducts his role influences greatly how the board does its job.

The members observed that the board, "is still struggling to understand its role, caught up in day-to-day activities rather than strategic planning." The board members suggested that they were at times confused and frustrated with the diversity of dimensions of the college's character, adding to their struggle the perception that, "The college has struggled with institutional schizophrenia and we are never quite sure which personality we are dealing with." They added, "At times we are not sure if we are dealing with the faculty, administration, association, college's culture, subcultures, a counterculture, personalities, etc."

The board offered support to the college and its senior administrators by establishing policies, and decisions which reflected the norms, values and beliefs of the mission statement. They interacted, guided and responded to those strategic external forces that supported or confronted the college. Although their role in the visionary process was still unfolding, they were committed to the underlying values and beliefs that were its foundation. Central to board values and beliefs was their "commitment to the provision of excellence in the instructional processes and preparation of the student for a job."

Perceptions about Upper Management Leadership

To assess senior administration's leadership practices, standards, values, and beliefs as viewed by first level leaders (chairs, managers, administrators, coordinators and supervisors), twenty-six questions were posed in a section of the survey. Of the 96 first level leaders, 85 responded to this section. In addition, data accumulated during the focus groups was incorporated wherever possible.

The survey category used the parameter statement "With reference to upper management levels (deans, directors, vice-presidents, and president)" and each question was prefaced by the words, "I perceive that the emphasis is..." The first group of questions focused on objectives, competency renewal, productivity and service standards. Of the respondents, the majority felt that upper management emphasized high productivity standards (77%), high service standards (72%), and a competency in themselves and their subordinates (52%), while 48% saw an emphasis on continuous, planned organizational renewal, and 40% felt senior leaders emphasized organizational objectives and targets.

In general, these findings are consistent with the president's vision, values and the need for student success and satisfaction, and overall excellence in college services and products as espoused by upper management and found in the college's credo and mission statement. Clearly, there is an emphasis on high productivity and standards, individual competency, and goal directed behaviour. The findings do however, differentiate between espoused values and administrative action with only a minority finding evidence of planning to obtain these values.

The next set of questions explored perceived management values and attitudes regarding innovation, creativity, and improvement. While the majority respondents felt that senior leaders were always trying to do things better (56%), fewer agreed that there was a willingness to consider innovations proposed to increased organizational effectiveness (42%), experimentation with new ideas and approaches (39%), and promotion of creative thinkers and innovative performers (22%). These findings confirmed the view of first-level college leaders that upper management was concerned with improvement, but did not put a significant emphasis on innovation or creativity. Focus groups composed of chairs, coordinators, and other managers, reinforced this view as well. As on focus group member said,

> The administration is concerned with appearing to be innovative and progressive but, when it actually comes to the departments or programs trying something new, the proposal is more often than not, not accepted. Sometimes I think it is because it is our idea and not theirs.

The next group of questions focused on perceptions of leadership practices. Of the respondents, 38% agreed and 42% disagreed that senior management emphasized open, authentic communications with each other and their subordinates, while 27% felt senior management emphasized the conducting of meaningful and productive meetings, a point of disputed by 36%. Focus group members and interviewees confirmed these polarized results. Members felt that, while meetings were a ritual, they were more often than not of limited practical results or benefits. Respondents were asked if they thought senior administrators emphasized feedback, the seeking of suggestions and ideas from employees and the public. Again respondents were divided, 37% felt upper management emphasized input while 32% disagreed. During the interviews and focus groups, staff members expressed that, in their view, they were in the best position to gather input from the public and staff, but they were sometimes hesitant to convey this information internally since they perceived that too much buffering and filtering went on. The distinct split in respondent results confirms the staff suspicion about the credibility and openness of communications discussed earlier.

Several questions focused on the provision of on-going leadership by upper management. Of the respondents, 35% felt that upper management emphasized coordination and cooperation in and among the organizational units, 40% agreed there was teamwork and collaboration within and among upper-level management while 31% of the respondents felt that creating a motivating environment for employees was emphasized, but 56% felt upper management did not emphasize the sharing of power, authority, and decision-making at lower levels of management. Only 24%, primarily, non-academic support staff leaders, perceived there was a power sharing process. The findings are consistent with the overall college results and the belief that the president and vice-presidents are centralized in their leadership practices and activities.

Forty-one percent of the respondents agreed but only 3% strongly agreed that upper management emphasized responsibility on the part of the employees they supervise. These findings suggested that while leaders hold staff responsible for their actions, the extent of this responsibility is uncertain. The president stated he "...holds individuals responsible and accountable for their actions" This view does not appear to be well transmitted or embedded in college staff.

Respondents and focus group members were asked if there was an emphasis on clarifying organizational roles and responsibilities to avoid confusion or overlap. Thirty-eight percent of the respondents felt that this process was being emphasized. Linked to the findings of the previous question, first-level leaders felt that in sufficient attention was being focused on role clarification. Several added that they felt that job descriptions were weak and needed improvement.

Two questions on policies and procedures were explored. Of the respondents, 28% felt there was an emphasis on policies and procedures that counteracted absenteeism, slackness, and unproductivity. In this organization which has an internalized work ethic of individual responsibility and accountability, the results confirmed the absence of any problem. Nearly 80% of staff members indicated that upper management emphasized consistency in college policies and procedures. This is consistent with the espoused views of the president and vice-presidents and echoed in the comments by deans. As one senior administrator stated, "We expect that staff will follow the polices and protocols that exist within the college. Following the proper process is important here." Nonetheless focus group members and deans reported that there was no strong enforcement of policies in most situations or circumstances and that discretion was very possible.

Respondents were asked if there was an emphasis on the constant improvement of working conditions, both physical and psychological. Most respondents were unsure (35%) or they disagreed (43%). Only 22% felt that upper management paid attention to these organizational areas. In the past, college expansions and retrofits included a significant emphasis on improving the working environment. Focus group members and interviewees agreed, for them senior leaders did not pay sufficient attention to the motivational and mental health of the organization. One focus group member observed, "The administration is more concerned with their own well being than with ours. I think they assume that we all happy little campers and they do not have to worry about us." Another member stated, "Our dean is concerned about us and our welfare but, I think that he is under so much pressure that motivation is left to the chairs."

First-level leaders were asked whether they perceived that upper management emphasized problem solving and issue confrontation. Of the respondents, 38% felt upper management did emphasize problem-solving and issue resolution, 39% were unsure and 23% disagreed. From comments in the interviews and focus groups, there was uncertainty as some members expressed the feeling that if the issue or problem was not a significant problem or a visionary issue, it would likely be placed further down any priority list.

The final two questions centred on human resource development and opportunity. Less than one half of the respondents felt that upper management emphasized human resource development. The majority of disagreement came from the non-academic leaders. A second question asked if there was emphasis on equal employment opportunity and affirmative action. Fifty-five percent of the respondents agreed that there was an emphasis while 13% did not. While most of focus group members and interviewees reported that equal opportunity was present and there appeared to be no overt barriers present, several female staff members indicated that they felt it was very difficult to move up the organizational ladder in this organization. "The college culture," according to one dean, "did foster the clustering of females into several areas, notably the non-academic support, academic support, and continuing education areas."

For the majority of survey respondents upper management was perceived as emphasizing competency in themselves and in their subordinates. They were also perceived as promoting high productivity standards and high service levels. They supported the promotion of staff and college improvement, and consistency in following college policies and procedures, and emphasising equal opportunity and affirmative action but administration lacked in translation from administrative planning to action.

The Leadership of Deans, Chairs and Non-academic Managers

The leadership of the deans, chairs and non-academic leaders was an important part of the culture of the college and its work units. Each leadership level contributed in its own way to the development and maintenance of the college culture and respective subcultures. At each hierarchial level leadership behaviour and acts encouraged or discouraged the behaviours of their subordinates. In this study, it was evident that these leaders shaped the realities of the employees and respective work units and divisions. In the following section, the leadership of the deans, chairs and non-academic leaders are examined.

The Leadership of the Deans

Perkins (1991) observed that, "The academic dean holds the most difficult position with the community college. He or she must guide the direction of the instructional program and, at the same time handle the multitude of matters that affect the everyday life of the college" (p. 49). During the past twenty years the role of the dean in this college has changed from being a "theme" dean, responsible for disciplines and academic matters to a "faculty" dean responsible for overseeing academic, intellectual, culture and administrative affairs. Deans have become more powerful and accountable as well as key members of the college's management team.

As members of the Deans Council, formerly the Vice-President's Advisory Group, deans were part of an administrative team responsible for the academic activities of the college. In addition, they worked with various other college constituents including academic council, advisory groups, and continuing education to ensure an interlocking of various strategic constituents and a responsiveness to emerging needs and issues.

The role of deans, according to interviewees, was primarily to direct and facilitate the activities of the faculty programs, and the actions of chairs, instructors and students in accordance with the college mission and vision.

During the interviews with deans, their comments clearly pointed out they reflected the values, beliefs, assumptions, vision and many of the leadership practices of the vice-president (academic) and president. As one dean said, "The deans work as a part of the management team and we support the president in most things" adding, "the vice president's advisory committee acts as a forum for examining and planning academic activities which we, as a group, work through." Another dean remarked, "The vice president is clear in describing what is required and the roles we are expected to play."

As one vice-president indicated "I see myself as trying to work with the deans to move the institution forward in a progressive and innovative way." As a consequence, deans indicated that they valued the college leadership process and procedures. A dean noted "One of the major roles of a dean is to interpret when and how much and what's an effective way to deal with a particular situation."

Deans indicated their leadership "requires considerable diversity of judgement, as the nature of issues is immense and frequently grassroots." As facilitators and problem solvers, deans indicated that they are guided by policies and procedures as well as practice. While one dean pointed out, "I doubt that I am aware of every policy we have." Another dean explained that, "We still conscientiously stay within the intent of policy," adding "You have to look at the intent of policies and procedures that support it and if it is in the spirit of the policy then it's in my discretion to make that adjustment." Deans used their signing authority to monitor and control events and actions. One dean asserted:

> The policies would ensure, for instance, that there were forms with signatures required and the president should make it abundantly clear to the deans what was acceptable and what wasn't in terms of variation.

"Deans, I guess, act as balances to ensure that policies are in place," a dean added. Another dean observed that "most faculty and staff are comfortable with policies. They know that they need to be there to be an organization and there needs to be that kind of structure."

The deans stated that the communication process was a critical part of their day-to-day activities. They perceived a need to convey, examine, and filter or buffer information. Several deans pointed out that filtering and buffering frequently occurs when information is "an anomaly," "not relevant," "issues of disagreement," "something under consideration," "a wild idea" or "a point of discussion in other venues." Deans pointed out that the extent of information flow in the college was so large, and staff so busy, that the role of filtering and buffering was essential.

A dean stated, "There is no question that deans have had to play that role, continue to play it and still play it and still buffer." Deans reported that their role required a clear understanding of the issues and the ability to communicate them. For some subordinates, the filtering and buffering practices raised concerns and suspicion about the currency and completeness of information, although chairs indicated that they generally trusted their dean. Several chairs did point to examples where the deans have used information as "tools of power and influence."

Deans felt their leadership included the development and maintenance of a team effort and a positive environment for the faculty and programs. Deans used many symbolic rituals, rites, and practices including meetings, social and ceremonial activities, an open door practice, scholarly leadership and instructional excellence. The leadership of the deans, as described by several chairs and instructors, were generally participative, allowing chairs to operate their program within a loosely coupled structure.

The interviews and focus groups with chairs and others indicated that many leaders perceived that the deans did not really have much power or authority to make decisions or to operate with any discretion. This points to a leadership paradox of perceptions among the various constituents.

The deans revealed that they spent a considerable amount of time in planning meetings regarding financial affairs, administrative processes and instructional program activities. They also acknowledged that they needed to go off campus to liaise and promote the image of the college's faculty and programs, although most felt there was too little time to do so. An added task reported by deans in conjunction with chairs and the faculty development committee, was the monitoring and promotion of professional development activities for divisional staff.

Deans consistently reported that they had very few ways and means to reward their staffs and they had even less confidence in and ability to initiate the faculty evaluation process. All of the deans agreed that, for tenured faculty, it was almost a meaningless and frustrating activity. The process had become more ritualistic and less substantive.

In summary, the deans had responsibility for academic and administrative affairs and spent much of their time filtering information and developing a team orientation. Some chairs were suspicious of the extent of the buffering and most thought the deans possessed little real power. Some chairs also saw their dean as an academic leader, a visionary, and an influence on the faculty subculture.

The Leadership of the Chairs

In this college the primary leadership role of chairs were to provide leadership in the program disciplines, the curriculum, the instructional process, and in staff-student interactions. The survey explored the self-perceptions held by 26 chairs about their own leadership approaches. Chairs were asked, "As a leader in this organization, check the words or word combinations that best describe your management approach." The findings are reported in Table 2.

The majority of chairs perceived their dominant leadership descriptors to be cooperative, change maker, realistic, pragmatic, sensitive, participative and futuristic. They did not think they were hard-nosed, inspiring, traditional, individualistic or merely a change reactor.

Table 2

Leadership Descriptors of Chairs

N=26

Leadership Descriptor	Percentage Checked
Idealistic	31
Innovative	43
Cooperative	66
Task-oriented	43
Change maker	58
Hard-nosed	0
Inspiring	16
Traditional	8
Realistic	66
Pragmatic	58
Individualistic	8
Sensitive	62
Change reactor	12
Imaginative	39
Participative	70
Futuristic	50

The chairs were asked several additional leadership questions. Each question could be answered in one of three categories: rarely, sometimes and usually. Chairs reported that they usually reinforced and supported positive behaviour and performance of subordinates; encouraged them to make the most of their potential and took responsibility for ensuring that subordinates made their best contribution toward achieving organizational goals and production targets; ensured that key subordinates really knew where they stood on controversial organizational issues; took reasonable risks in the management of their work units and demonstrated by example personal standards of competency and productivity.

Although chairs reported working closely to support the professional development of subordinates, they lamented that job pressures often discouraged their own on-going development except for occasional conferences or workshops. Just over half of the chairs were presently involved in professional development activities.

During the focus groups with chairs, they said they were concerned with espousing and demonstrating appropriate behaviours, values and norms. For them, group and individual professionalism and accompanying values and beliefs, were central to the successful operation of the delivery of a program or courses. Through being a "role model" to staff, the chairs believed that their values, beliefs and expectations were also transmitted to students and others associated with the program. They also commented that they saw their behaviour serving as a beacon to the external community, parents and advisory committees.

Departments and programs, according to the interviewees and focus group members, generally have become self-contained with their own values and beliefs. This was consistent with the views of administration and others that these subcultures have evolved and have been partially defined by their physical location and the nature of their faculty division, and partially by the characteristics of discipline and the academy. As one leader stated:

> I think that there are lots of groupings in the institution, people identify with certain operational aspects. There are people who relate very much to the university transfer aspect of what we do or the upgrading function or certainly with career activities.

Furthermore, "I think since the creation of the facilities there has been a tendency for people to identify more and more with their organizational units." The college has, by design, placed their deans in the wings or halls in close proximity to their program chairs and activities rather than centralized in one campus area. While closing the spatial distance, the process led to staff perceiving that they were separated and self contained from other departments and college operations.

Although a few chairs did differ in their perception about their power and authority, the majority said they had limited authority and leadership over their programs. They saw themselves as lacking power to make many administrative decisions; as one said, "real empowerment stops at the dean level." Several indicated that their administrative decisions were "limited to a few budget supply items." Chairs were very vocal in reporting that they, "did not have any real authority," but were "very accountable" and that they "worked through moral suasion and granted authority." Several chairs observed of their situation, "if we are wrong, all hell breaks loose," and "instructors don't work for chairs." One chairperson remarked, "Chairs should not interfere with the teaching process," while another noted "for us, there is just a lot of paperwork."

Chairs said that they had significant influence on the shaping process of a program or course. In some cases, the chair was the only decision maker while in other cases, the chairs served as mediators among interest groups such as faculty, students, advisory groups, other programs and industry. Ultimately, the chairs influence on the design and character of the curriculum was pervasive.

A significant dimension of a chair's leadership was the recruitment and supervision of sessional instructors, which in some programs constituted the majority of staff. When large numbers of sessionals were present, chairs commented, it became difficult to develop a cohesive team, and sometimes a positive environment. The chairs consistently reported that they focused on the nurturing of trust levels, integrity, loyalty, teamwork and commitment to the students and the program.

One symbolic issue revealed by chairs was that their appointment was for a three-year term, with a possibility for reappointment. According to some chairs, this was too short a time to really change anything. Since they had little authority, and must ultimately return to the role of an instructor, they were unwilling to "rock the boat." One chair said, "In some ways this situation produces a reluctance to act in ways unacceptable to staff."

Chairs felt they were assemblers and conveyers of information to the dean and other information seekers, but like many other staff, they felt disenfranchised from the main stream of activities and actions of the overall college. As faculty members, they were firmly entrenched in the collegial culture with little empathy for the managerial culture. Focus group members concluded that since they felt they had little ability to influence administration, that, "They could better serve the program by focusing on it rather than college wide activities." They did not value the activities of the administrative group except when it was in the interest of their programs. Chairs and faculty members also observed that they felt "a number of support departments, such as the Office of the Registrar, have far too much influence and power and are perceived as interfering in the running of the programs."

Part of the chair's administrative responsibilities was to evaluation performance and reward accordingly. However, chairs confirmed the widely held faculty belief that during the pre-tenure process the evaluation process was meaningful but during the tenure period, the evaluation process lacked substance. As one chair said, "The current faculty evaluation process never worked, once tenure is granted, the follow-up evaluation has little impact or meaning to the instructor or what happens in the classroom," another added, "In my experience, some chairs do not wish to take on the instructor or the association in the event of a grievance."

Chairs indicated that within the division and program, the lack of granted or recognized authority placed a limitation on their leadership actions. They felt that their leadership opportunities were often a product of the characteristics of their program and division subcultures. Their leadership centred on the development of an empowering and participative structure within their programs that allowed for individuals to pursue instructional excellence and student success. Several faculty observed that participative and collegial actions were more common inside the program than in the vertical structure. Most of the chairs' decisions were described as behaviour related.

Faculty focus group members were asked to identify the values which guided their performance. They valued the fact that their job related duties brought people together, yet they were still, "able to do things their own way." They could, "design their job parameters and related processes," and focus their energy, interests, and efforts on the outcomes of the students. Faculty members reported a strong sense of cohesiveness within their programs while speaking of a sense of "family." They valued their flexibility and the collective bonding to a common purpose and academic entity. During the focus groups, faculty members observed that generally, they had limited or no contact with senior administration. Perhaps because of this invisibility they frequently referred to administrators as "them." Faculty concluded that their chairs influenced their behaviours and processes including the instruction process.

Within the limitations of the chairs' leadership, divisional structures and empowerment processes, they fostered the creation, transmission and embedding of a program culture predicated on the values and beliefs about the discipline, the instructor, the role of the student, and influenced by vested interest groups (such as advisory committees, and professional industry associations). As one chair summed up, "The chair is the glue that keeps the program together."

The Leadership of Non-academic Support Managers

The mangers of non-academic support units were not covered by the faculty agreement, and were not part of the upper management group (those at the dean/director level, or equivalent, and above). Interviewees and focus group members indicated that these managers were more focused on their particular unit, activities or actions, were functionally oriented and process centred, and emphasized unit productivity. Interviewees and focus group members generally felt that these managers, "followed the directives of their superordinates with less hesitation than did their faculty counterparts." Individual department managers, according to an administrator:

> Provide strength to the college through the cohesiveness in the focus of managers, and while they may not always have a sense of the total direction of the college, do have a very strong sense of what their department should do, how it should be done, and how they fit into the whole picture.

The administrator added, "They perform these functions and they perform them well; they perform them on time and perform them to the best of their abilities; That makes things work." Other support managers concurred, indicating that there were "norming behaviours present in the support units," some set by the leader and others by peers. Some examples of norming behaviours were: "don't make a mistake;" "don't demand overtime;" "provide high quality service to other areas;" "don't complain about your work or the client;" and "be on time." Another significant norming behaviour, according to one administrator, "was to recognize the standards of performance nominally and informally set by the area manager and to follow them." He thought that staff members recognized these norms and generally followed them.

Support service managers perceived the presence of a strong centralized bureaucracy which imparted clear role expectations to themselves and staff. The nature and style of their leadership was often influenced by the intensity of the support service function and its relationship to the mission and the rest of the college. As one focus group member said, "We are required to act and perform in a very business like manner. It is expected of us. If we don't, we will hear about it." Another observed, "We like to contribute to the learning environment in different and essential ways." These differences help create the two distinct subculture groups.

Managers of support units described how they acted as role models whose values and beliefs were shared, in part, by their employees and informal managers. For example, some of the processes created by staff, such as those dealing with customer service, have been adopted as a ritual. Staff had internalized the belief that the customer or client was very important and generally right. These managers indicated they did indeed reinforce various value and belief behaviours. One administrator indicated that, "Service quality is invisible, taken for granted by the client but not by staff," adding, "they get the service belief from me, I just draw it out or I expand on it."

Several managers agreed with the comment that, "I think we look around the college and draw on the attitudes and strengths of other areas to readjust our own." Another manager said, "No matter how good we are now, the criticism will come from other areas to haunt us." These managers indicated that they must constantly contend with the belief that, "support units are second class when compared to the academic programs." Another further stated, "Support staff sense arrogance on the part of faculty, they sense faculty are considered first and that they do not appreciate support staff." "Creating a personal sense of self worth," according to one leader, "is a full time job."

In the survey, these managers were asked about their values and norms. They were asked, "As a leader in this organization, check the words or word combinations that best describe your management approach." A summary of the findings is reported in Table 3.

The following descriptors were identified by the majority of respondents: realistic, pragmatic, and participative. These descriptors are similar to those identified by the senior administration about themselves. Compared to the choices of

Table 3

Leadership Descriptors of Non-Academic Managers

N=21

Leadership Descriptor	**Percentage Checked**
Idealistic	5
Innovative	48
Cooperative	77
Task-oriented	48
Changer maker	34
Hard-nosed	10
Inspiring	19
Traditional	15
Realistic	53
Pragmatic	58
Individualistic	29
Sensitive	43
Change reactor	10
Imaginative	19
Participative	77
Futuristic	24

faculty chairs, support managers were less concerned with idealism, change making, sensitivity, and futurism. This is not surprising, given that their activities are considerably more routinized and governed by policies, procedures and accepted guidelines.

Support staff managers were asked several additional leadership questions. The majority of these managers indicated that they usually encouraged, reinforced and supported positive behaviour and performance of their subordinates and accepted responsibility for ensuring their employees made their best contribution toward achieving organizational goals and production targets. These managers indicated that they were willing to take reasonable risks in their work unit while accepting responsibility to seek change in organizational norms, values, and standards. They felt they were objective, friendly, businesslike role models, and ensured staff knew where they stood on controversial organizational issues. Furthermore, they stated that they were doing something specific for their own personal and professional development.

These managers were more focused on their specific areas of responsibility, and were more aware of the culture within their work area than counterparts in the rest of the college. They valued being realistic in expectations and goals and they emphasized cooperation between staff members and the rest of the college. They reported a commitment to teamwork and the use of a participative style of leadership. One manager stated that, "I try to involve everyone as much as I can in the decision making process. The staff are involved in most of the processes on how we run the department and their ideas and suggestions are in a large part implemented." Another observed of his unit, "We are isolated from the main stream of the college, yet we pull together, we know our jobs, and I let my managers have a lot of discretion." One manager termed these groups, "goal directed." They also emphasized that they must be sensitive both to the needs of their staff and to those they serve.

Summary of the Chapter

This chapter focused on the findings relevant to the research question, "What is the relationship between leadership acts, processes and practices and organizational culture?" The acts, values, beliefs and practices of leadership which impacted upon the organizational culture and subcultures, are described in five sections: overall leadership and culture in the college; the leadership of the president; the leadership of the board of governors; perceptions about upper management; and leadership of deans, chairs and managers of non-academic support units.

The overall leadership values, beliefs, practices, processes and behaviours demonstrated a clear linkage to and influence on the organization's culture and subcultures. The findings indicated that although there were conflicting views regarding the nature and practice of college leadership, there was agreement that college leaders were committed to the success of the college. The college leadership effort concentrated on student success, developing and guiding college staff, upgrading of the instructional technology and processes, resource management, and the planning of current and future actions and activities. The data revealed that middle and senior leaders endorsed and supported the college's vision and the leadership of the president.

The second section described the president's leadership, vision, commitments, values, beliefs, expectations and practices. Clearly the central symbolic and functional leader in the college, the president exerted considerable influence in shaping the college's value and belief system, which was pervasive even in the subcultures. The president conveyed numerous values and beliefs which support collegiality, teamwork and human interactions. As a strong leader, his expectations for scholarly and service excellence had been transmitted throughout the ranks of the college and are clearly embedded and enacted by college administrators. The lack of congruence occurred when what was espoused did not appear in practice. The interviews confirmed that the president was committed to the betterment of the overall college, yet the espoused values, beliefs, and practices appeared to be lost or diluted as they descended the organization.

Staff members perceived the president as something of an authoritarian, centralist, decision maker, an administrator, a non risk taker, and one who focused on the details of policies and procedures. The president was seen to have espoused the values of accountability and productivity through participative and situational leadership. The characteristics of the president, notwithstanding his academic roots, placed his leadership as illustrative of a president in a managerial culture. As the key leader, the president was well respected and supported within the college, by the board and within the external community.

The second section examined the perspectives, values and beliefs held by the Board of Governors. The board members outlined their perspective of the nature, mission, vision and culture of the college. They revealed the key values and beliefs they held and envisioned for the college and administrative structure. The board believed it provided support and consistency in leadership at the policy, mission, decision, futures, and strategic level. It supported its president and senior administrators, the college mission and the current vision, and was committed to excellence in the instructional process and service, life long learning, and the preparation of the student for a career. The fourth section focused on the perceptions about the leadership of upper management as expressed by chairs, managers, coordinators and other first level leaders. The results indicated some incongruence between the values, beliefs and practices held by administrators and other respondents. The responding leaders concluded that they felt that these senior administrators emphasized functional aspects such as competency in themselves and their subordinates, high productivity and service levels, doing things better, consistent application of policy, and equal opportunity and affirmative actions. All of these are descriptors of Bergquist's managerial culture and Bolman and Deal's (1991) structural frame which is specialized, controlling and task oriented with goal directed behaviours. The administrators placed less emphasis on creativity, innovation, communications, motivation, empowerment, role clarity, improving working conditions, and human resource development. Administrators pointed out that some of these elements were not as visible or prominent in day-to-day actions even when they were present.

The next section of the chapter contained subsections describing the leadership of deans, chairs and non-academic support managers. The findings at each leadership position level or positions reflected similar leadership patterns and cultural influences, generally linked to the overall college culture. Differences linked to the nature of the position, functions and the subculture in which it was embedded were also noted.

Concerning chairs and support unit managers, the results clearly pointed to differences in the leader's value system. Both supported and valued cooperation, pragmatics, realism, and participative leadership, but support leaders' values were focused on task oriented behaviour, responsibility and traditional behaviours while chairs were more focused on idealism, change, imagination, sensitivity and futurism.

Chapter 6

ORGANIZATIONAL CULTURE AND STRUCTURE

An organizational structure embodies the various processes, including programmatic, fiscal and governance mechanisms, through which the organizational goals and objectives are accomplished. The structure delineates individual job relationships, responsibilities, accountabilities, authorities, and contextual relationships within and outside work units. According to Mintzberg (1989), structures set out harmony, consistency and fit, demonstrate the distribution of power and illustrate the communication process. Structure, according to Chaffee and Tierney (1988), influences leadership by way of the institution's history; the leadership's power being partially determined by that history and the history being reflected in the structure.

In this chapter, the data related to the two remaining research questions are presented:

3. What is the relationship between organizational structure and organizational culture?
    3.1 What are the characteristics of the organizational structure?
    3.2 What structuring processes influence the organizational culture?

4. What is the relationship between the organizational structure, leadership and the organizational culture?

3.1 What are the characteristics of the organizational structure?

The overall organizational structure was typical of an academic organization with seven general levels of hierarchy: 1. the board of governors, 2. the president, 3. the vice-presidents, 4. deans, directors or equivalent, 5. chairs, managers or equivalent, 6. coordinators, supervisors, foremen or equivalent, and 7. core staff. The college was organized around three operating divisions. The first was the president's division, which included college-wide institutional services. The second headed by a vice-president, was the academic affairs division containing the academic faculties and services. The third was the administrative services division was led by the office of vice-president. It encompassed the specialized support functional units such as finance, human resources, bookstore, printing services, purchasing, receiving, registrar, physical resources, custodial, grounds, security, maintenance and information systems.

Informants noted that the re-clustering of disciplines into the current faculties and the realignment of hierarchial roles and authorities had created fragmentation of faculty and support staff functions. A significant change to the facility and organizational structure and also to instructional technology occurred when the college discarded the independent learning instructional model in favour of the traditional instructional technology model. The independent learning instructional model had required open classrooms, open landscape offices and support areas. The change to the traditional model created more formalization and centralization as well as increased complexity and specialization.

Although the Lancaster campus was initially designed to support an alternative organizational and instructional technology, the current college structure was significantly different. It was now characterized by faculty halls or wings with closed classrooms, closed offices and supporting resource areas. The current physical and organizational structure resembled a more traditional academic campus. Greiner (1972), in Smith and Peterson (1988, p. 121) argues that "the progressive evolution of an organization over time will be punctuated by a series of somewhat predictable revolutions." During the past forty years, this college has experienced several identifiable revolutions in structure, instructional technology, leadership and mission.

In exploring the question of structure and culture with various focus group members, participants observed that the structure's impact on culture was a result of the college's mission, mandate and delivery systems. Focus groups generally agreed with the observation that, "The organization's structure casts a road map for us to follow." A dean noted:

> We are an academic institution - not a shopping mall and we are a professional faculty. We want to be taken seriously. I think that is the message people see when they step into the building, they get it very quickly.

The structure provided staff members with a clear symbol of the expectations which were sought and behaviours which were required.

The evolution of college policies mirrored the shifts in the formalization of the structure and leadership practices. During the previous two decades, policies had been evolved from long standing practices in order to serve as guides for decision making and internal fairness. A dean observed, "The move to take practices and put them into policies was to clarify the operating structure and create a basis for consistency in decision making." Several staff members noted that, for some, the number of policies in the college was overwhelming and somewhat constricting.

According to an administrator, "Policies at one point in recent history were replacing individual decision making initiatives as people looked at the policy manual rather than thinking. This practice is slowly changing as the college moves toward more discretionary and decentralized leadership."

Policies, practices and procedures were aimed not at the classroom but at the flow of the inputs, processes and outputs of the overall organization.

One administrator responded to the question, "In your mind, has the structure in itself affected the culture at the college" by describing the relationship between the physical and management structure of the college:

> Yes, I would say so. I think the division of the academic side of the college into faculties was critical to the culture, but this division was compounded by the nature of the physical structure as well. It used to be that departments were intermingled with one another to some extent. But now, the academic departments are all clustered so the faculty of arts is a way off in the wing over there, and all the departments in the faculty lecture in that wing. Then you have the Science and Technology wing and all their departments there. In years gone by, you might have the Chemistry Department sitting next door to the Humanities people. They might crossover and mix with one another to some extent. In fact, way back, downtown times, we used to share offices, we used to have offices this size (12 feet by 12 feet) with three or four people in it. That is just how it was. Now all faculty members have their own office, their

> own doors which they can close. In the recent past, they had open offices so we had offices but no doors. So you could just stand up and look over the wall and talk to your neighbour or yell at them or whatever. Back then, the Nursing department was right beside the Mathematics department. Now mathematics is over in Science and Technology, and Nursing is over in Community Heath.
>
> So organizationally, the structure has led to the clustering of certain departments and that has also been affected by the simple physical structure of the college with these wings, so the college culture is more segmented in that sense. I mentioned that earlier, there was a greater sense of community, a greater sense of knowing one another. You would go into the downtown campus and go to the main coffee shop where you would find people from all over the college. Now a lot of people just have coffee in their wing, that is where they stay. There is less mixing of people from the different faculties than what used to occur, so certainly, I think the organizational structure has had an effect on the culture.

Another administrator stated:

> ...a lot of the culture did change after we moved to the new campus and again after we moved through

> the expansions and I think people are still trying to feel their way. Now culture is more small group oriented. Before the expansion, it was a social place - a small town. Everyone knew everyone, I think there is some struggle with the people who were here at that time. They don't see everyone any more - they are physically away and that has affected group interaction. Along with the physical changes there were many changes in reporting relationships which further altered the college."

Another added, "There is less mixing of people from all the different faculties than there used to be. So certainly, I think the organizational structure has had an affect on the culture." Still another added that the expansion "...has made a tremendous difference in attitude in those who benefited from the new physical and organizational structure."

The influence that the physical structure and organizational structure have on each other can not be separated as each is inextricably intertwined with the other. The participants further suggested that individual and group realities were significantly influenced by and in turn influenced the structures.

The physical structure of this college has served to embed critical values and beliefs about leadership and identity while also fostering a sense of isolation and separation. It has created in the minds of staff the metaphors of cul-de-sacs, mini-societies, clusters, pods, precincts, and wings, all of which describe small units within a larger entity. In contrast, several administrators reported that the separations have fostered a heightened sense of academy and discipline while nurturing divisional and unit cohesion and teamwork.

Staff members reported that the structure has created frames of reference which encourage individuals to interpret their functional and emotional realities within the context of their own work unit. The physical structure also served to reinforce the ritual of the boundary through definitions of individual and unit jurisdictional and territorial limits. During the evolution of the college since 1972, the academic faculties have been realigned and transformed into structural and curricular configurations and locations. In this college it was difficult to determine if the organization's hierarchy and systems influenced the design of the physical structure to produce the culture or vice versa. Evidence points in both directions particularly when examining the post 1972 expansions. However, according to an administrator, "In my opinion, the organizational structure was driven by the physical organization model." In contrast, several administrators and staff members pointed to the re-clustering of departments into faculties which created distinct physical, structural and emotional boundaries, as the major influence on the campus's design. To many staff members, the current college organizational hierarchial model more closely resembles a "university model" rather than a "community college model."

3.2 What structuring processes influence the organizational culture?

This section deals with the structuring processes found in the college and the values and beliefs they represent. Several distinct processes were identified: college communications, decision making, adaptation and change, budgeting and planning, staff practices and socialization, tenure and evaluation, and intracollege competition.

College Communications

Chaffee and Tierney (1988) stated that "Communication is the primary vehicle through which members perceive and interpret their world" (p.21). As a significant aspect of the college culture and structure, the communication system or process was recognized by administrators as critical to the facilitation of an effective and efficient organization. During the past twenty years in this college, shifting communication patterns coupled with divergent leadership styles had created considerable disruption and frustration. These shifts have also engendered some counter-cultures which have had a significant impact on the college’s dominant culture and its subcultures.

During this period, according to several administrators, the persisting inadequacies and incongruencies of the communication flow led to the demise of several administrators. The researcher found that the communication process was still a serious concern across the college.

Respondents were asked a series of questions about their perceptions of the communication processes in the college. In general, nearly 75% of the respondents were uncertain or dissatisfied with the level of overall organizational communication, furthermore, nearly one half felt that their personal level of communication with administration was unsatisfactory. Staff members felt that they did not receive accurate, timely or sufficient levels of information thus, fostering a feeling of being uninvolved with the operations of the college. As one staff member observed,

> You are dealing with an organization with a lot of scepticism about the college communication process. There is a feeling the various levels of the organization do not transmit information or they filter information so that when we receive it we don't know if it is valid. Many times the information flows into the system and then appears to just disappear as if into a void.

Nearly one half of the staff indicated that they did not believe they received accurate information from management nor did they believe that management encouraged candid feedback, although about 40% thought written communications were adequate. Only 36% thought the overall level of oral and group communications was adequate. Faculty reported that they tended to spend more time and effort in meetings or discussion than did other groups. Administrators as a group, concurred, feeling that oral and written communications was not at a sufficient level. They sought to enhance the process through informal and formal committees, briefings and meetings.

Administrators believed in the need for and the presence of an interactive, authentic, and informative communication process between themselves and the staff. The findings did not support their perceptions. The staff were almost equally divided about employees' willingness to provide authentic feedback with 33% indicating that they there is authenticity, 34% disagreeing and a further 34% undecided. Staff members indicated that their feedback was frequently guarded so as not to place themselves in an unfavourable light or to "endure the wrath of administration." Faculty and support staff members were significantly less convinced of the perception of authenticity than administration.

Nearly one half of all respondents indicated that the college's general atmosphere encouraged staff members to be open and candid but staff openly commented that they did not feel comfortable or secure in communicating to administration. The interviews and focus groups, especially with faculty, revealed a high level of dissatisfaction and mistrust of the communication process. One staff member stated

> The administration has proved over the years to be less than trustworthy. Although the trend appears to be changing, they still appear too often come to us with hidden agendas which often proves to be to our disadvantage. For example, recent briefings and discussions about budgets and ways and means to become more effective with less resources. No matter what we say, they will do what they want to do. It appears that the briefings are a public relations move. We hear the story every year, yet our input seems to be only lip service and I for one am getting tired of it. It would be nice if they really listened.

In contrast, staff members reported a high level of satisfaction with the communication processes that existed within and between the work groups or units. Non-administrative groups confirmed that the horizontal and circular communication patterns within the college were acceptable and dynamic. Respondents felt that the vertical communication patterns were problematic and not credible. As one chair observed,

> The information that I frequently receive, I think, is often incomplete or I hear about from other people, often delayed. Some administrators use

> information as a power tool or reward mechanism. It leaves me, at times, unable to do my job or embarrassed.

The interviews and focus groups, especially with faculty, revealed a high level of dissatisfaction with the formal communication process which they perceived as having influenced the culture and compromised the credibility of middle and upper management. Consistently, they viewed the formal vertical communication process as unresponsive, filtered, buffered, compromised and not fully trustworthy.

The nature of information for which the college staff members perceived a need was also explored. Twelve options including an open-ended option were provided. The options and percentages of staff identifying a need for that information are given in Table 4.

Four information areas were most frequently identified by respondents as deficient: 1. impact of external events on the college; 2. college budget; 3. board of governor's decisions; and 4. college long-term and short-term plans.

Staff, especially the faculty, perceived that the organization did not seek to or deliberately avoidedsatisfying the needs of its staff. For many, the communication process was an indicator that the administration was unconcerned with the staff input and preferred to be removed from the needs of the staff. They reported that administrators sought input to a situation or concern but did not follow through or follow-up.

Table 4

Information Deficiencies

More information required about:	**Requested by staff %**
College long-term and short-term plans	38
Campus/facilities planning	36
College budget	42
Board of Governors decisions	39
Personnel policies/procedures	33
Academic policies	23
Administrative policies/procedures	34
Professional development activities	29
Programs/activities in other divisions	31
Impact of external events on the college (e.g. government decisions)	50
Upcoming college events	16
Other	4

The feedback mechanisms were perceived as non-functional, and therefore raised questions about staff input into the decision making process. In contrast, one administrator said:

> We know about the staff's concerns and we are trying to communicate with then in every way possible. I have tried every method I know of. I don't know what else we can do. It is frustrating. We seek their input and try to provide feedback. They seem to want to be part of every decision and situation from start to finish. That is not possible or feasible many times. It is interesting

> possible or feasible many times. It is interesting to note that staff often tell us that they are too busy to be involved and for us to do our job. We can't seem to win.

Deans and chairs reported that they filter or buffer information for several reasons, including the necessity of reducing what they perceived as "unnecessary information," for the streamlining of information to essentials, for discarding unimportant information, and for screening of relevant information, and as a withholding practice. As one dean remarked:

> Yes, there's no question about it in my mind. I think it's a natural part of the process. I think it is difficult to be otherwise, unless people at all levels operate simply as messengers. I've been in many meetings where I have been told, "You can tell people this and you cannot tell people that." There is an element of give and take at that level. That is necessary and even healthy.

The dean added:

> I think if you are going to be an effective dean or chair, you have to use your judgement. You know what to communicate to people, when to communicate, and how to communicate. So, I may have to come back to the chairs and tell them something that they are not going to want to hear or that is tough to take

> judgement as to whether or not that is important enough to communicate. I think all the deans do that.

Of chairs, one administrator said:

> Indeed, chairs do act as a buffer and filter between the department staff and the dean. There are times staff call me to ask questions that should be asked of the chairs who has not communicated all of the information to them.

One dean observed that:

> Chairs filter a lot of information that should flow upwards to me. It is not that my hide is so thin that it would bother me, but they do filter a lot of stuff out. I think the process creates a sense of trust between us and does allow us to be candid with each other as needed.

Another dean added:

> It is difficult to know on any given issue what precisely people need to know and how you can get to them in a timely fashion, and that you can head off the rumour before it becomes larger than the facts. It is something we struggle with and talk about all the time.

While the intent is good and appears to be administratively valid, some staff still perceive the process as distorting, withholding, dishonest and in some cases, power brokering.

As one staff remarked:

> Our dean held back knowledge about a certain day off indicating that they did not know, then proceeded to tell the day before the holiday that we had the day off. In other departments, the manager told the staff nearly a week earlier about the day off. Our dean does that often. No wonder we are mistrusting.

In contrast, administrators reported that they perceived their information handling processes to be important and to be taken seriously. The president and other administrators revealed a serious desire to improve communications and visibility through open forums or briefings, meeting with associations and groups, news releases, requesting submissions and response papers, and so on. The executive committee and association representatives met once a month with an open agenda. The president commented that "he wishes to be seen and act as an open leader responsive to the needs of the staff. He desires the input and involvement of all staff to various situations." As an administrator observed:

> I think that the president, this president in particular more so than any of the others I have seen, will bend over backwards to see that people have a chance to have their own programs brought forward. Sometimes that can almost be painful to try to accommodate. Witness this incredible budget

> have a chance to have their own programs brought forward. Sometimes that can almost be painful to try to accommodate. Witness this incredible budget preparation to make sure that at every point people can influence what's going to happen.

The researcher attended several briefing sessions and observed that there were few faculty or support staff in attendance. During the focus groups, the question about attendance was raised. The responses included "I'm too busy," "I am not really interested," "I've heard it before," "I can read about it in a memo or college paper," "it will be just more garbage," and "why bother! Nothing happens anyway since the decision has already been made."

The contradiction in values between the perceptions held by staff and administration on the communication process was enormous. Administrators consistently reported searching for better ways to communicate with staff while staff members perceived that the vertical communication flow was untrustworthy, distorted, and filtered. Staff members indicated that intergroup communication was satisfactory and effective. The researcher observed that experience with other administrations has created significant barriers, leading many staff to refuse to objectively listen while finding comfort in being critical and cynical. In the past, leaders, notably some recent presidents and vice presidents, gained the reputation

The Language of the College

Within this college, staff members reported that several acronyms were used to describe people, processes or facilities. Some of the symbolic terms were, VPAG - Vice-Presidents Advisory Group, PAG - Presidents Advisory Group, Deans Council, DAG - Deans Advisory Group, Resource Island (student support and learning centres), and multiple chance (signifying that students were able to select programs or courses appropriate to their needs and that the college offered multiple learning opportunities).

Several support centres indicated that they too had some terms to reflect types of services. For example, Information Systems (computing services) indicated that they have a number of acronyms to describe and name their systems.

Decision Making Within the College

Chaffee and Tierney,(1988) and Birnbaum (1988) agree that decision making procedures, coupled with leadership roles and styles provide mechanisms for shared governance of colleges. Decision making is a symbolic process in which the decisions shape the strategies and tactics used to achieve the college's goals and objectives. Chaffee and Tierney observed that "As decision making contexts grow more obscure, costs increase, and resources become more difficult to allocate, leaders in high education need to understand institutions as cultural entities" (p. 8).

College staff members consistently stated that significant decisions were centralized at the most senior level. During the interviews, participants were asked to describe the decision making process. The initial comments usually suggested that decision making was based on a participative approach.

As one dean stated:

> The deans have a fair amount of say with regard to the academic side of the college and they do work closely with the vice president. A lot of the decisions are made through consultation and team centred activities. The college has a decision - policy mechanism which is in the hands of faculty, namely, the academic council.

Others indicated that the concept of participative decision making was discussed and sometimes realized but as one dean observed, "The major decisions are made by the President and his executive committee and he is quite internally focused." Further probing disclosed a shared perception by non administrative staff that decision making lay in the office of the President and perhaps the Board of Governors.

The President indicated that in his perception, "decision making must be accompanied by accountability and responsibility." Furthermore, a senior administrator observed "many of those in the college who are critical of the centralized decision making process are not necessarily willing to accept total accountability for their decisions." One support staff leader observed that:

> In days gone by there was a fear of reprisal if one made a decision that was not correct. Decision questions were moved up to reduce the risk even when it was clearly their decision to make. Currently, I do not think the same situation exists.

Several questions were given to the staff to analyze the college's decision making processes, values and beliefs including empowerment, and the adaptation and change process. Several themes where evident in the findings.

Seventy-two percent of the respondents indicated that they perceived a need to decentralize the decision making process. Consistently, however, staff members viewed the current decision making process as centralized and non-participative. Although the president agreed that the decision making system was somewhat centralized, he indicated that he supported the concept of participation in decision making, and used a consultative leadership style.

Contrary to administration's perceptions, over one half of the staff did not believe that they were a part of a participative system of input to the decision process or that their input was taken seriously. Staff members indicated that when input was given to the administration, administration did not provide feedback or a rationale for the decision(s).

Clearly, there was a difference in the beliefs about participation in decision making held by administration and those held by the remainder of the college.

Respondents indicated that they had enough scope to make decisions that directly affected their work and that they had the time to undertake the process. In contrast, staff members indicated they did not feel that administration and committees allowed staff sufficient time to make decisions. Several observed when administration wanted a decision, for example, "on some aspect of the budget, the decision was required yesterday and without serious consideration by those concerned."

Staff members across the college stated that within their work unit or group, they, as a work unit or group, can undertake decision making in an effective manner. The process was seen as participative, empowering and related to their job reality. Staff members said that they were comfortable in making decisions, formulating behaviours to accomplish tasks, and communicating within the group or unit setting but not at a college level.

Empowerment

Bennis and Nauns (1985) and Block (1987) support Morgan's (1986) description of empowerment as "the process where people take greater responsibility for their world by recognizing that they play an important part in the construction of their social realities" (p. 140). The empowering process is linked to the ability to make decisions about these social realities and individual job performance. During the interviews and focus groups, a framing question was posed "Do you feel empowered to take responsibility and control over what you do for the college?"

Staff members perceived that empowerment was both a formal and informal delegation process. Empowerment was important to them, but they hastened to point out that they felt powerless. Focus group members and interviewees consistently pointed to a strong need to decentralize decision making practices. Several chairs pointed out that they did not perceive themselves as administrators but rather as facilitators and colleagues. They felt they did not have much real authority beyond instructional and curriculum affairs which they were also quick to point out, was largely resident with the instructors and advisory committees. The chairs frequently pointed to their limited power in budgets beyond minor decisions. Many chairs described themselves as "powerless" and without authority.

Several pointed out that the position of chair "is not necessarily a desired one and not necessarily sought after." Several referred to the temporary nature of the appointment as more collegial than administrative. As one chair forcibly pointed out "I have to go back and work with these people."

They observed that much of what they can accomplish is based upon power granted by the dean and instructors.

The deans varied in their viewpoints, some deans felt they were empowered to effectively perform their positional responsibilities while others perceived the authority was very tightly controlled by the hierarchy. As the interview data indicated the further down the hierarchy the individual was from the president, the less authority and empowerment was perceived to be present.

Most non-academic staff in the focus groups or interviews indicated that for the most part they felt they were able to do their job without close supervision but within strict limits. They indicated that they did not have a lot of freedom of choice on the process or many related decisions adding that they are guided by existing policies, guidelines and rules. This was especially evident in functional departments such as finance and registrar. Some support staff members did indicate they felt a sense of empowerment and were able to exercise choice in their job functions but this was not the norm among support staff.

Faculty by comparison perceived that within the college structure, they were organizationally "powerless" except through the political framework of their association. As one faculty member explained:

> I think that the current empowering of the instructor in this college comes more from

> ourselves and from the chairs rather than from the administration's practices and processes. The topic of empowerment is a current issue here, yet, there seems little real movement to empower staff to take responsibility for their actions.

Several others observed, that to them, current administrators appeared to do little to actively empower them or even to listen to their concerns.

Faculty felt strongly that they were empowered, as several explained, "to do the job inside the classroom and to gain the necessary support from others." Other staff echoed this sentiment, stating that their superordinate frequently "let them do their jobs in the way they wanted to as long as the results were satisfactory and/or they did not embarrass administration."

These findings suggested that staff perceived the organization to be tightly controlled, and mechanistic, and that they had little real empowerment or control. In this college, staff empowerment was not perceived to be significantly present.

Adaptation and Change

Smircich (1983), Morgan (1986) and Chaffee and Tierney (1988) agree that adaptation and change are vital to the survival of colleges and that "no organizational element is free to operate unaffected by culture's power" (Chaffee and Tierney, p. 27). Chaffee and Tierney, Robbins (1990) and others concur, alleging that an organization and its culture are in a constant search for dynamic rather than static equilibrium.

A series of questions were presented to staff concerning adaptation and change processes and beliefs existing in the college. The questions were designed to explain the college's propensity and ability to respond to changing internal and external environments.

Staff members were asked if they perceived the college to be responsive and adaptive to meeting the changing needs of its external constituents. Sixty one percent of the respondents indicated that the college was responsive and adaptive to its external environments. Staff members felt that administration, faculty and support services were sensitive to and responsive to the needs and demands place upon then by their clients and the community. Furthermore, staff felt that the college emphasized growth and acquisition of new resources. College staff members overwhelming confirmed that they were open, ready for challenge and organizational innovations and change. Staff revealed that they valued change although some staff believed that their innovation and entrepreneurial individual or group efforts were not appreciated, approved or encouraged. As a faculty member observed:

> Our department is constantly posing new entrepreneurial ventures which would create new

> income as well as add new activities to the college. We are ready, but while administration tells us to entrepreneurial, they rarely support our proposals. It is disheartening to keep banging your head against the wall.

Staff were asked if they felt that the college was able to adapt to the dramatic shifts and changes underway in society and the larger culture. About one half of the staff indicated that they perceived the college to be able to adapt, pointing to new programming, streamlining of current programming and the university degree initiative as examples. They also pointed to budget cuts leading to an increased cost recovery emphasis which was mounted through the Faculty of Continuing Education and Extension. Some staff members felt that some of the operational shifts were not well considered and had the potential to compromise the current program quality and level of activity. As one stated:

> Administration is so worried about balancing the budget, that cuts in staffing - full time or part time, level of student intakes, or supporting resources have led to compromises in what we are trying to do. I think that the level of excellence is falling.

This was an important belief since the college has developed a new vision of its current and future directions and activities. Staff members were split in their perceptions on the question about the ability of the college to actually handle the new vision and any change in management emphasis, about 41% felt the college could while 47% were unsure and 12% did not feel the college was able to cope.

Staff were also asked if they felt they had a sufficient opportunity to receive information about organizational change. Staff members indicated they were generally satisfied with the adequacy of information dissemination about changes, yet they also indicated that they did not feel that administration sought their input to the proposed changes. As one faculty member remarked, "We do hear about the change but almost always after the fact." Another staff member said, "I think that they think that we can be treated like mushrooms and can be kept in the dark."

Staff were asked if they perceived the administration to be innovative in finding new ways to improve the institutional environment. Most respondents were unsure of the organization's efforts with only a small number responded positively. It was an interesting finding, given the staff's positive views regarding the Lancaster campus and the expansions although present initiatives are not meeting with any significant degree of success.

The findings generally support Jelinek, Smircich and Hirsch's (1983) observation that the adaption process does create realities and expectations. The process of adaptation and change was engrained in the college and for the most part expected. The history of the college disclosed that adaptation and change has been a significant and integral part of its evolving identity, mission and culture. Staff and documentation pointed to the changes and adaptation of the college to the changes in mission, leadership, locations, facilities, instructional methodologies, client bases, and environmental conditions. A dean remarked:

> The one constant about this college is that we are constantly changing, sometimes on purpose and sometime because we have to survive. Currently, the adaptation and changes we are in are mostly driven by forces we can not control but must adapt to. Our current vision is both reactive as well as proactive.

The college's vision was a significant indicator of the present attempts at adaptation and change although to some it appeared confusing and frustrating. Staff members were asked to comment on the clarity of the college's vision, goals and objectives. For most of the staff the current vision, goals and objectives were clear but they felt they were not a part of the goal and objective setting or evaluation process. A further analysis of data indicated that this sense of non-involvement in goal and objective setting was present in equal numbers in a divisions. This findings supported the perception that the college leadership governance practices were centralized. While, in general, staff members understood and supported of the college's adaptation and change process, they frequently identified a lack of power to influence the process.

The Budget and Planning Process

Bergquist (1992) and others point out that community colleges seldom have secure funding bases. They are, moreover, susceptible to whims of politics, shifts in the economy, and the uncertainty of tax dollars and government priorities. Furthermore, a college culture is often seriously influenced by the financial problems of the institution (Chaffee and Tierney, 1988). In this college, the budgeting and related planning process was a key symbolic issue and central to the college's organization.

Staff members viewed the annual and prolonged event of budget planning and implementation as important to their individual and unit realities. As a faculty member explained, "The budgeting process is a very strong determinant of the academic process, often to the detriment of the student." Other faculty, including part-time, observed that the budget process and associated political process often governed the existence of their position, unit instructional capabilities and options, and the level of student enrolments. Faculty and non-academic support focus group members thought that senior administrators were more concerned with balancing the budget than with the effective operation of the college.

Asked if they believed the college had the ability to obtain financial resources in order to provide a high quality education program. Staff overwhelmingly responded negatively. They thought administration neither explored all possible avenues nor presented a strong case. Commented on in the focus groups, staff felt that senior administration's political strategies with external agencies were not very effective. They further questioned the wisdom of some of the high priority actions and behaviours of leaders, pointing to the downtown campus as an example. Several staff members echoed:

> The funds diverted to the downtown campus could be better spend supporting successful existing programs and filling out depleted curriculums with additional sections of courses.

The president noted that current and foreseeable economic conditions would continue to force the college to operate with less provincial core funding and to seek other avenues of funding. Since options for funding sources options were limited, they had to place increased reliance on student fees, cost recovery activities and innovative, entrepreneurial ventures.

An administrator remarked, "...we have our budgets and we have to operate within our budgets." Chairs and other administrators indicated that their decision making abilities in the area of their budgets were limited and restricted. As a norm, leaders indicated "that you never exceed your budget no matter what."

While senior administrators valued input to the budget preparation and implementation process, staff perceived the budgetary process to be "too detailed, too time consuming and too intensive." An administrator summed up the views of many staff members by commenting, "There is a preoccupation on detail to the point where I think it may be unhealthy." As one staff member observed "....because the level of detail that senior administrators are involved with there seems to be this need to get a perfect product to bed", adding:

> Even when a final product is submitted for approval there is still a tendency to fine tune the wording and that perhaps in an organization this size surprises me but in the decision making itself, its very brutal - very hierarchical.

"The relationship between the planning process, goal directed behaviour and what really happens at the college is difficult to reconcile," stated another administrator. Linked to these observations was a survey question which asked if staff felt that key administrators devote adequate time to advanced, dynamic planning, and involved subordinates in the process as appropriate. Of the respondents, 30% agreed while 47% disagreed. Focus group members suggested that, from their experience, the planning process dwelt on budget, degree granting and trimesterization issues, most which they felt excluded from. Decisions, they believed would be made in their absence. Some staff commented that "future" planning was not something they seemed to be a part of. As a staff member observed "Why bother, the decision has been already made." Another commented that they "had been through the process so many times that it was becoming boring."

Support staff reported their areas were targeted with a two percent greater decrease in budget than were the academic areas. They stated they felt betrayed and again treated as second class in the college. As an administrator observed:

> That to a certain extent the budgeting decision that was made last year where the budgeting exercise targeted higher percentage reduction for support categories than for instructional categories - so that sort of reinforces the thought that the business is education and therefore the people that are involved in the education process are more important than the people involved in the support to the educational part. So in that way senior administration did add some support to the perception.

Several staff members noted that credit programs were more favoured than non-credit programs or courses. A senior administrator agreed:

> Even if the non-credit course or program is needed but can't hold its own, its gone. Normally there is

> no core funding available especially if it is considered to be a 'soft' or 'fluffy' course and not one liked by administration.

Faculty and support staff perceived that the annual process was more form than substance, but they did not wish to be isolated from it. During the past two years, considerable hostility by staff was focused on administration to the point where senior administration, in the current year, readjusted the budget development process. The adjustment included briefing, increased solicitation of input and an attempt to foster a heightened sense of openness. The president indicated he was very conscious of the staff's concerns and was moving to respond to them.

Some staff members were of the opinion that they could do better and wanted to establish a budget committee. Administration appeared to tentatively support the concept, echoing a concern that the committee could have consultative powers but not possess any of the responsibilities and accountabilities. Bergquist (1992) observed a potential within the budget process for faculty to "dominate important decision making functions at the college and applying unrealistic notions to solving practical, business based problems" (p.69).

Non-administrative staff indicated that they continued to view the budget process with suspicion and as just an annual event filled with frustration, hostility and what they perceived as unilateral decision making. Several administrators echoed the observation "budgetary protectionism is on the rise." The researcher noted that the president and vice-presidents also indicated concern, seeing a need to develop ways and means to reduce the perception of lack of trust and the communication gap existing between them and staff. A mid-level administrator observed that "what became quite clear about the institution, in terms of managers, was the fact that much of the communication was perceived as being quite one way, information goes to the president, as opposed to being consulted."

The financial realities of the college were forcing administrators to reconcile the need for economic responsibility with the need to actualize the mission and vision of the institution. The symbolism of the budget process elicited a clash of values between the need to expend resources to achieve college excellence and the equally powerful need to conserve and responsibly utilize economic resources. The president and board were engaged in the struggle for institutional viability and creditability within the boundary of the college's culture and the external social, political and business communities.

Staffing Practices and Socialization

The recruitment and selection process utilized by this college reflected a competency based approach, which assessed skills, knowledge and attitudes. The latter, attitude, was of considerable concern and importance. Leaders indicated there was a need to match the individual's characteristics to the job and the organization.

Furthermore, administrators in the academic and non-academic support areas perceived a strong need for the person to "fit" into the unit's character as well as the overall persona of the college. The metaphor of the theatre seemed appropriate, as several administrators talked about the need to be an actor with a role to play within the college. Many staff in the focus groups noted that the new recruits needed "to earn their stripes" and "pay their dues." Staff members indicated that there was a "learning time" which the researcher interpreted as the orientation and socialization period required for the individual's assimilation into the group's values, beliefs, norms and expected behaviours.

New faculty must be selected through a committee process. The committee is normally composed of several peer faculty members, a chairman and a person from human resources. In the screening process credentials, compatibilities and experience are the important criteria. In many cases, the potential faculty member must possess a master's degree within his or her discipline although preference is given to a doctorate. In university transfer programs and courses, distinct preference is given to individuals with a doctorate. There is a strong sense of protectionism paid to the installation of high entry barriers to the profession and to the discipline.

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There appear to be two methods of socialization for new instructors. The first was through a formal orientation to the college, the program and the instructional process. The orientation workshop is held during the month of August. The second method is an informal orientation which takes place within the instructional unit. The orientation and bonding process takes the form of structured meetings and unstructured dialogue among colleagues and faculty association members. Faculty reported that new instructors were encouraged to visit the faculty centre, especially the Friday "attitude adjustment" activity, and speak to "experienced" instructors, instructional assistants and support staff. The socialization process was directed toward introducing the instructor to the "program team" and "program values." Faculty indicated that new instructors were told what to expect from the program, other staff, administration and the students. Some of the newly hired staff felt that the process was inadequate and did not prepare them for their role in the classroom.

Historically, chairs were selected or nominated from within the program although sometimes they had been recruited externally. During the focus groups, several chairs indicated they were "elected," "drafted," or "it was my turn." The chair's position was a term appointment with a potential for reappointment. A senior administrator pointed out that a new faculty member. This effectively eliminated external candidates.

Administrative positions were generally filled through a selection committee composed of representatives from the various areas of the college. The committee provides input in determining the selection criteria, characteristics and "fit" to the college of the new person. Many staff members were quick to point out that this process is often subverted to ensure that pre-selected people are appointed. All appointments are subject to Board approval.

Staff were asked if they thought the college had the ability to attract outstanding people. Of the respondents, 49% indicated that they did not feel that the college could attract leading people while 18% felt that the college could. Further analysis indicated that 41% of the administration, 57% of the faculty, 44% of the non-academic support staff and 56% of the other administrative areas did not feel the college could attract outstanding people. Clearly, respondents at all levels felt that the college could not attract the best staff in the country. Discussions with administrators confirmed this view who pointed out that most college staff were recruited locally.

The recruitment and selection process clearly demonstrated that the college focused not only on hiring those who could do the job but also on the best "fit" for the organizational culture. The selection, socialization process and shared meanings served to ensure the correctness of the individual for the job. This also helped explain why there was a low turnover of staff in all areas of the college.

Tenure and Evaluation

The evaluation and tenure process, according to one administrator, is "very contentious at this institution." The process for gaining tenure was described by one administrator:

> A member invests three and one half years in preparing for tenure. During this time, they have to gather a certain number of reports - they have student evaluations, from students who attended a certain number of classes, they have peer evaluations. This comes together in a hugh file that is reviewed by a committee including administrators. They can then be recommended to the board for tenure. The process is in the collective agreement.

Another academic administrator observed:

> If you look at the evaluation procedures and the way they are implemented for the pre-tenured people, you'll see that there is a norm which is often very explicit. The department expects a certain behaviour of these people. It generally does not shrink back from stating its disappointment if those expectations are not met.

The administrator further commented on tenured staff by stating:

> The same cannot be said in the main for the people who are tenured. We have an evaluation system for those people as well. But you are not as likely by far to find that kind of department sanction or criticism of a tenured peer. I think more often than not they do tend to be somewhat bracketed, not even ostracized but quietly ignored or overlooked or put to one side and not considered as part of the mainstream of the operations of the department.
>
> You could almost see some departments working around these people creating an ethos and an operating style that if you had to include that person, would change. It is very difficult for an organization that tenures people to exert much more than the kind of pressures that are part of a subculture but don't get written in the policies and procedures manuals.

In 1983, the board requested that the evaluation process be modified to require even more ongoing evaluation of tenured staff. The faculty rejected the idea and the process became very contentious. According to one administrator, the faculty reacted to the board by asking "How can you judge? How can you evaluate what I do in my class day by day?" The board reacted by saying, "Okay, if you don't want to do it, we're not going to go on with the tenure process any more." An administrator further noted, "that was the sledgehammer, so now we have post tenure evaluation. It was supposedly to be a developmental process."

Administrators, chairs and faculty agreed, "the current process generates a lot of people doing paperwork but whatever becomes of it, who knows." As administrator observed "We have been paying lip service to it, almost vulgarly cheating on it. It's chewing up an incredible amount of time." Most academic administrators, including the president, agreed that the evaluation process was not working.

According to faculty members "the only evaluation which seems to be useful are the students surveys." Even here, faculty members noted excellent instruction by student-evaluation standards does not necessarily equal an excellent instructor. All to often, a popular instructor with some teaching skills equals an excellent instructor. Faculty members reported that they did not value or respect the existing evaluation system. They felt that once the "gruelling and intense" process of tenure was completed, then evaluations should take on a truly developmental rather than a punitive perspective.

A more general question asked if staff felt administration had an adequate system for regular and meaningful performance evaluation of employees was posed to all college staff. Overall, 54% of the respondents agreed they were part of a meaningful evaluation system. A break down by group indicated that 82% of administrators and 59% of the non-academic staff agreed that the evaluation system for non-academics was acceptable. Staff members were asked if they felt that managers tried to be fair and just with employees, using competence as their only evaluation criteria of performance. Of the respondents, 39% agreed, 30% were unsure and 31% disagreed. While staff supported the evaluation system, they were not supportive of the evaluation techniques and processes as most non academic staff were unsure of or disagreed with the criteria.

Within the faculty, where the evaluation approach was distinctively different from the rest of the college, 34% of the respondents agreed, 25% were unsure while 41% disagreed with the suggestion that the college had a regular and meaningful evaluation system for them. The faculty tenure process and evaluation system was not readily accepted nor was it valued or treated with any degree of respect. There was strong discontent residing with the instructors, chairs, and many administrators.

In contrast, from their interviews and focus group discussions, the non-academic component of the college supported, with some reservations and criticisms, the permanent appointment and evaluation process.

Organizational Rewards and Professional Development

Schein (1991) observed that "members of any organization learn from their own experience with promotions, performance appraisals, and discussions with the boss what the organization values and what the organization punishes (p. 233). The process allows leaders to communicate what their priorities, values and beliefs are and to reward and punish the behaviours with which they are concerned.

In this college, administrators reported that leaders at all levels attempted to reward staff performance through symbolic actions and events. Usually, the reward was in recognition for service and excellence. In some areas of the college it was accompanied by the naming of rooms, theatres, and areas, while in others it was accomplished by plaques and monetary rewards (as in the case of distinguished teachers). In still others, staff might be given time off or other smaller recognition rewards.

Staff members were asked about organizational rewards. They were asked if they felt the management in this organization supported high achievers among employees. Of the respondents, 45% felt the college did not do enough, while 32% felt the college did support high achievers. Further investigation revealed that 65% of the administration agreed, 36% of faculty agreed, and 17% of non-academic support agreed. Staff in highly visible performance areas such as administration and instruction, appear to be more likely to be rewarded for high achievement than those in less visible areas. Faculty were the most critical indicating that their reward system within the college was more faculty than organizationally driven.

As a follow-up question, staff members were asked if they felt the organization rewarded personnel on the basis of merit and performance, and encouraged competence. Less than 20% of the staff believed that the college rewarded people on this basis. Faculty were in strong disagreement followed closely by the non-academic support staff. Administrators were the strongest supporters indicating that they felt the reward system was closely related to their individual performance.

Clearly, except for administration, staff do not feel that the college rewards people on the basis of merit and performance. The focus group members consistently indicated that the college was weak in acknowledging individual performance in a meaningful manner. In the open ended survey question on unwritten expectations, several people indicated that "one should not work too hard or expend any extra effort since the college did not recognize their efforts." This finding runs counter to the president's espoused values and efforts toward embedding commitment, trust and loyalty.

In an organization's culture, the professional development process is seen as a mechanism for transmission and entrenchment of organizational values and beliefs. Also it was seen as a change mechanism through which leaders and others could reinforce the college vision and mission as well as respond to individual needs. An overall assessment of college support was obtained by asking if leaders were seen as ensuring that adequate personnel development and training was available for employees to carry out assigned tasks. Less than one half of the staff felt that leaders were responsive to developmental needs. They believed that personnel development activities were not a high priority in the plans of administration. One staff member stated, "If I want to attend any workshop or seminar, I nearly have to beg for the chance to go. My boss sees it as nearly a waste of time."

In this college, professional development was encouraged through two approaches: namely, the faculty professional development fund, which was administered through a faculty development committee, and a college staff development fund. The faculty fund is funded through a funding formula in the collective agreement. The faculty development committee and divisional faculty development committees administer the fund in all of its aspects. There is concern that the criteria for the awarding of sabbaticals and other leaves is too closely linked to the political process within the faculty rather than to real need. The control is jealously guarded and is a strong symbolic manifestation within the faculty association and college.

Intracollege Competition

Two survey questions were posed to analyze beliefs about intracollege competition. Two dimensions are explored, namely, competition between programs and competition between divisions.

The staff members were asked if they believed that there was too much competition among programs within the college. Overall, the results are mixed with 36% of staff unsure, 29% agreed, and 34% disagreed. A further analysis indicated that within the faculty 38% agreed while only 22% of the administration group felt there was too much competition.

The second question asked staff if there is too much competition among divisions within the college. Of the respondents, 35% felt there was too much competition, 37% were unsure and 26% did not agree. The administration group findings were very mixed with 44% agreeing, 30% being unsure, and 26% disagreeing. The faculty data did not significantly differ from the administration groups' perspective.

While competition between programs and divisions exists, and its value questioned by over one third of the staff, the intensity does not appear to be a significant college concern at this time. The exception appears within the academic faculties, where focus groups and interviews indicated a heightened presence of inter-divisional competition regarding vested interests and divisional futures between the career, university transfer and conservatory groups. There is also a sense of competition between the continuing education and credit programs over jurisdiction on issues of credit and non-credit offerings. The literature points out that internal competition is healthy and stimulating to the dynamics of the culture and college operations (Birnbaum, 1988; Kotter and Heskett, 1992; Robbins, 1990).

4.0 What are the relationships among the organizational structure, organizational culture and leadership?

The interrelationship between structure, organizational culture and leadership has been clearly demonstrated as a pervasive force. Watson, (1968) and Bolman and Deal (1991) pointed to the interrelationship by suggesting that the organizational structure existed to accomplish goals, fit circumstances and personal preferences, increase expertise and performance, accommodate leadership styles, and control and coordinate to achieve results. Bergquist (1992) added that college leaders used the structure and managerial culture as a guiding principle and that "the culture encouraged the formulation, clarification and maintenance of goals at all levels, including instruction" (p.221).

Together structure and leadership have nurtured the development of the college culture and subcultures. According to one administrator each unit has, "a very strong sense of what their department should do and how it should perform."

The structure, coupled with the college's leadership, has shaped a culture which contains a strong technocratic support component. It concurrently supports the academic faculty's activities in accomplishing the college credo "student success and satisfaction." An administrator commented, "It would take a lot to derail this college from what it intends to do as there is a considerable amount of strength and momentum present." A faculty member described a concern by stating, "It is difficult at times to find the balance between competing values," adding "the internal turmoil reduces the sense of community spirit." A support staff manager stated a similar view:

> In some cases collegiality is non-existent, but the departments will function anyway, even if the organizational structure of the institution contributes to that sometimes and other times it doesn't. We all have the end goal of student satisfaction and success and I think the collegial attitude that the president has is a great part of that.

The current vision, including degree granting initiatives, has propelled the college to examine its physical structure for the accommodation and servicing of new activities. As well, the vision has compelled leaders to examine the organization's hierarchy for its capacity to ensure the fit between the vision, organizational resources, leadership preferences, and organizational structure which will support the implementation of the proposed plan. Within the college, staff expressed concern about the influence that the proposed degree granting activities would have on their own unit activities. Several staff members revealed concerns over the new demands placed on an already taxed system of support. Others were concerned about their roles and "turf," while still others were concerned about job security. All of these issues are value laden, structurally influenced and leadership dictated.

An administrator commented, "I think there is a linkage between the values that people in leadership positions subscribe to, and the organization's values, and I believe that those do drive the organizational structure." Furthermore, "I think the very fact, for example in the academic affairs division, that we have a faculty of continuing education and extension reinforces to the people that look at the organizational chart, that we do have a commitment to lifelong learning and that non-credit instruction is an integral part of this institution." An administrator commented that the organizational structure was a reflection of the values of the college's staff and leaders and "quite frankly sometimes I think that's why organizational structures change with leaders coming and going," adding:

> ...as a president comes to an institution, they very often have their own view of the institution

> and they want to move the institution toward their views. They see the organizational structure as facilitating that. Almost always in my experience, you are going to see a president reorganize the college.

Organizationally, the college's leadership practices and its structure are bureaucratic in design, with the academic programs being loosely coupled. According to another administrator, "The current organizational structure has not changed a great deal with the new president although, he has tried to open up the administration and foster more contact between faculty, support staff and administration." Peters and Waterman (1982, p.119) reported this characteristic as simultaneous loose-tight properties (that is, the presence of the elements of centralization and decentralization are conspicuously evident).

Administrators reported that previous organization reviews had served to alternatively loosen and contract the organizational hierarchy in relation to the redistribution of power, and to provide for more or less autonomy and empowerment in the lower level leaders and staff members.

Administrators, especially deans, reported that they found loose coupling more problematic as it sometimes made it difficult for administrative processes to be effective. Deans operated within the managerial culture perspective with its tighter coupling but they also had to bridge into a looser, less formalized and less controllable collegial culture perspective. This process, according to deans, poses difficulties in reconciling expectations, compliance, empowerment and participation.

Within the continuing education faculty and some other areas, quasi-loose coupling was a structural characteristic which allowed the unit to respond to opportunities, threats and the changing and emerging needs of their clients. To do so, leaders required the freedom to act with discretionary choice. In this situation, loose coupling was linked to the survival of the unit as a cost recovery activity. Although the environment was attractive, senior administrators indicated that vigilance over activities was required to ensure that unit/area leaders did not undertake activities which were not in the best interest of the college or faculty.

Another structural feature was the presence of adhocracies. Several organizational adhocracies existed in a simple and low formalization such as a committee, group, council, project team or task force. Although some of the adhocracies were not very transient, their membership usually was. Their activities tended to focus on issues and problems of the day. Some examples of college adhocracies were: advisory committees; Presidents Advisory Group; Dean's Council; Academic Council; task forces; and project teams. Symbolically, they served to draw attention to the issue(s), solicit input, and to provide a medium for dialogue and outcomes. Frequently, these adhocracies focused on planning or financial issues such as trimesterization, budget development, and degree granting. They also served to promote the appearance of such leadership values as teamwork, participation, and "empowerment."

The findings clearly indicated that the college's senior and mid-level leadership was in tight overall control of the organization. Staff members at the core level perceived a profusion of policies and procedures regulating many of their actions and behaviours. The only sense of uncoupling appeared at the faculty level where instructors felt empowered to do their jobs within the academic cloak of instruction and student consultation. At the instructor level, there was little concern, recognition or interest in hierarchical authority, and instead they placed their emphasis on individual autonomy.

The findings correspond to earlier observations that faculty members felt the need to be constantly vigilant and critical of the managerial culture's values and practices. For them, the organization existed to serve the needs of the instructional process and the student. As a social reality, the structure was both protectively comforting and frustratingly hostile to the achievement of academic freedom, instructional excellence and scholarly activities. Some faculty members discomfort has led them to view their jobs as ones from which they did not see any escape. They indicated that the college system had provided for many of their economic, security and social needs which could not be easily found in other jobs, especially in the current economy. As one faculty remarked, "I can't find a job outside that offers the things that the college has." Another observed, "I have been here so long that I can't really go outside and find the same benefits." A chair reported, "some staff could not find a job on the outside, so they stay."

In contrast, other staff members indicated that they found the social and administrative realities of the structure permissive and supportive of their pursuit of personal and career goals and aspirations. The loose coupling at the core level granted faculty staff, and others, the ability to negotiate or assume task and responsibility parameters acceptable to the organization and the individual. Staff members cited as examples: research activities, entrepreneurial activities, job rotation, flex-time, professional development, and innovative instructional or task techniques.

Of the current issues at the college, one was chosen which highlighted the interrelationship between organizational culture, leadership and culture. The administration and staff identified the symbolic issue of parking. Parking space was in short supply and was prized especially since the college was a commuter college with limited public transportation access. Staff relied heavily on automobiles to reach the college.

Initially when the college moved to Lancaster campus, there was lots of parking space but over the years these spaces have been redesignated for buildings or for other uses. Since the inception of this campus, parking had been more or less on a scramble basis in designated lots and at no cost.

However, the situation was changing. As a senior administrator stated:

> Because of scarce resources and financial pressures that we've been under, we have recently taken measures to introducing parking fees to the students and this year for the first time in the history of the college as far as I know, for faculty and administrators. This is one of those very symbolic issues. There are those people who feel that free parking is somehow an inalienable right.

Furthermore:

> Support staff have had free parking as part of their collective agreement. I would not be surprised if parking surfaced in faculty negotiations.

The parking access issue had already surfaced as a strong symbolic issue in one academic faculty, the Conservatory. Their clients arrived for instruction at different times of the day as well as on the weekend. Faculty administrators and staff had been in an extended conflict with the parking and security personnel over access for students many of whom were young children and their parents. This faculty also experienced continuing difficulties with regard to heating and air conditioning which affected both people and instruments. Several staff in the faculty cited these frustrating and symbolic issues as evidence of being, "...considered second class citizens in the college."

The symbolic importance staff attached to the issue was linked to an interpretation of their individual value to the college. In contrast, administrators felt that the options were limited as a result of external and internal economic forces and the clash of subculture expectations.

The parking story illuminates the interrelationships among several significant elements of the organizational structure, leadership and organizational culture. The story demonstrated the extent of intra-group competition between a support unit, faculty and administration, the divergent values, beliefs and traditions of the dominant culture and subcultures. Space was a symbol of territory and ownership, each of which was important to control and protect; leaders used policies to support or subvert the needs of others; and the apparent lack of open communication in the bureaucratic decision making process fostered mistrust, frustration and hostility. The story also pointed to the lack of collegiality the staff members repeatedly pointed out. This story demonstrated the existence of the interrelationship between leadership, culture and structure.

In summary, it is clear the interrelationship between the organizational culture and structure was pervasive and demonstrative. The structure, physical and organizational has served to shape the values and beliefs of the actors as well as to define boundaries, expected behaviours and functional tasks. It was also clear that the structure and leadership were intertwined, with the leadership using the structure to create and embed overall organizational operating parameters through instruments such as policies and procedures, and to promote the college's vision through the transmission and entrenchment of leadership's values, beliefs and expectations.

The research findings revealed that several significant acts over the past decade by the leadership have led to the present state of the dominant culture and subcultures within the college. These acts and changes have been described in earlier portions of the chapters on the findings. In this section, they have been recounted to illustrate and highlight important contributing acts and changes important to the development, transmission and embedding of culturally important factors.

The identified leadership acts and structural changes were: (1) the expansion of the college's activities and levels of activities; (2) the restructuring of the college in faculties with substructures of departments and programs; (3)

the restructuring of the hierarchy to delineate the role of various leaders including the deans; (4) the expansion of the physical facilities reflecting a traditional instructional technology with a strong student - instructor environment; (5) the installation of a new president and vice-presidents; (6) the development, espousal and embedding of senior leaders' values and beliefs; (7) the development and espousal of a new college vision; (8) the embedding of the college philosophy, mission, and college credo; (9) the addressing of symbolic and substantive issues such as communication, budgeting, responsibility, accountability, empowerment and participatory leadership.

Additional leadership acts and structural changes included: (10) the gaining of support and guidance of the board of governors; (11) the development and maintenance of formal and informal symbolic ceremonies, rites and rituals at the college-wide and divisional-program/unit levels; (12) the identification, honouring and nurturing of heroes and heroines within the college; (13) the perpetuation and transmission of stories and myths; (14) the consolidation of symbolic and functional role models in both perception and deeds; (15) the close coupling of administrative practices, responsibilities and accountabilities; (16) the seeking of informational detail in the planning and decision making process; (17) the centralization of organizational authority and decision making; (18) the fragmentation of the college into distinct divisional supporting and competing cultures including the counter-administration culture; (19) the creation of extensive policies and procedures; (20) the seeking of individual accountability and responsibility; (21) the creation of adhocracies; and (22) the recognition of the role and importance of organizational culture within the college and its components.

Each of these leadership acts and/or structural changes, as identified in the findings, has clearly influenced the nature of the dominant culture and subcultures and laid the foundation for the acculturalization process for the next decade. As described in earlier sections, organizational culture in this college was not very malleable and was well entrenched with a history of leadership acts and structural changes. In the collegial culture, this process has created a strong loosely coupled, low formalized culture and subcultures as well as a counter-administration culture. In the support staff group culture, the process has created a more tightly coupled, formalized and centralized culture which is not as strong as the collegial culture. The process has created a managerial culture which uses the structure to develop tight coupling, control, formalization, centralization, centralized decision making, extensive policies and procedures, goal directed behaviour and situational leadership.

The acculturalization process has created a reluctance among many staff members to accept new visions without close scrutiny and a reconciliation with existing values and beliefs. The current leadership vision of degree a granting college has the potential to be the most significant leadership, structural and cultural change since the creation of the Lancaster campus. How this process is handled will prove to be crucial in determining the future culture, leadership and structure of the college.

Summary of the Chapter

This chapter focused on the findings relevant to two major questions. The first major question was, "What is the relationship between organizational structure and organizational culture?" Two subquestions were also examined. They were, "What are the characteristics of the organizational structure," and "what structuring processes influenced the organizational culture?" The second major question was, "What is the relationship between the organizational structure, leadership and organizational culture?"

The first section of the chapter highlighted the characteristics of the organization's organizational structure and the organization's culture and the structuring process which influenced the organization's structure. This was accomplished through the analysis and triangulation of the four data sources to describe the college's culture and structure. This section highlighted the characteristics of the organization's symbolism, bureaucratic nature, close coupling, and role of policies. It further described the impact of the physical structure on the culture and organization to create critical values and beliefs. The section described the impact of several structuring processes including: communications, language, decision making, empowerment, adaptation and change, budgeting and planning processes, staff policies and socialization, tenure and evaluation, organizational rewards and professional development and intracollege competition. All of these have influenced the structure and the nature of the dominant culture and subculture.

The second section examined the findings relevant to the interrelationship between leadership, organizational structure and organizational culture. It highlighted the presence of the interdependence between the three organizational dimensions while confirming that the organizational structure provided the medium for prescriptive and dynamic leadership as well as for individual involvement and interaction in creating multiple realities. This section also confirmed the importance of leadership and structure mechanisms for developing a "culture fit," a social entity and an administrative reality.

Chapter 7

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

This study was conducted to provide insights into the characteristics of the organizational culture and subcultures within a community college, and to explore the relationships between and among leadership, organizational culture, and organizational structure.

The research literature was reviewed to provide a conceptual framework for analysis of the culture in this college. The framework illustrated: the linkages between the dominant culture and subcultures, Schein's (1991) three levels of culture, the relationship between leadership and organizational culture, the relationship between structure and organizational culture, organizational culture typologies, and culture properties.

Several writers argued that understanding of a college's organizational culture was best discerned through its educational purposes, ceremonies, myths, values, beliefs, assumptions, stories and sagas, rites and rituals, taboos, symbols, and modes of leadership and structure. It was further held that in resolving issues and problems in various environments, leaders depend substantially on their ability to generate, transmit, and embed a shared value and belief system in which meanings are communicated, understood and accepted by college members. The leader's ability to infuse the shared vision and common purpose or mission is reflected in the level of commitment and supportiveness present in the dominant culture and subcultures. Thus, the viewing of an organization from an holistic cultural perspective holds considerable promise for leaders charged with the responsibility of leading others in pursuit of excellence in education and the harmonization of the organization's values and beliefs with its mission and vision.

The Purpose of the Research

The understanding of the characteristics of the dominant culture and its subcultures, and the relationship between leadership, structure and culture have the potential to explain both success and failure in organizations. In this study, the focus was on the characteristics of the organizational culture of a community college. It examined the interrelationships among organizational culture, leadership and structure. To further understand the cultures, several typologies were used and the properties of the culture were examined. Although it was not identified as a research question, the utility and ability of a questionnaire as a means for identifying cultural manifestations of the organization was scrutinized.

Conclusions

In this section, relevant conclusions related to each of the research questions are provided and linkages to contemporary research literature explored. A discussion of the potential implications for the administration of a community college possessing a complex structure with a dynamic dominant culture and distinct subcultures is included, and implications for theorizing about organizational culture completes this section.

The Community College Culture

The first research question sought to identify and describe the characteristics of the culture of the college. The subquestions focused on: What critical events or processes have shaped the college's present organizational culture? What symbols and artifacts were evident? What values and beliefs were evident? What subcultures were evident and in what ways were they linked to work unit/groups?

In this community college, the current organizational culture has historical roots but has been reconstructed and shaped by successive leaders and individual staff and group member's values and beliefs. During the period prior to 1972, the college evolved from an elementary school and a conservatory of music toward becoming a community college. The transition was marked by changes in the mission and purpose of the college as well as the changes in leadership orientation including the shift from an earlier religious influence to a public college orientation. The transition substantially affected the organization's culture. The college culture moved from being a small, collegial college family to the post-1972 large complex "cul-de-sac" and divisionally structured institution.

The post-1972 transitions resulted tumultuous upheavals in the college culture, structure and leadership. The first president was focused on the new campus while introducing strong centralizing leadership practices which produced a tightly coupled bureaucratic culture. During the next president's era leadership and operating practices became more decentralized and less systematic leaving the college in chaos. In the third president's tenure the college returned to a more tightly coupled and centralized structure marked by strong policies and procedures, again influencing the essence of the college culture. The distinct swings in the leadership style and the changes in the character and structure of the institution left members of the staff and the community questioning its identity as well as its culture. The quest for a clearer focus resulted in the need for a renewed college vision and mission, both of which the current president through the executive team, has developed and attempted to embed them in the dominant culture as well as the subcultures.

The "new" college vision while a stabilizing force in times of economic and social uncertainty, has posed a threat to many members of staff. They have been forced to reconcile the realities of a career training college with university transfer programs with the proposed vision of a college centred on degree granting activities.

Administration appeared to favour the new vision as a means to achieving economic survival and social responsibility in the changing market place. The Board and senior administration perceived the four year degree as a means for students to successfully enter the job market. The vision did not imply the termination of career - diploma training, but it suggests a realignment of numerous structural, leadership, resource and cultural factors for successful implementation.

Robbins (1990), Schein, (1991) and Smircich (1983) point out that the cultural aspect of the adaptation process creates new realities through social interactions while adapting to external and internal environments. In this study, leaders were consciously attempting to introduce, through their acts, new values and beliefs consistent with the vision, while simultaneously attempting through dialogue and symbolism reconciling value and belief incongruences in the subcultures.

The college leaders, including the board, appeared to be uninterested or unaware of the college's history prior to 1972. Instead, they emphasized the post-1972 era as a period of growing, developing and strengthening a unique post secondary institution within the province, "a centre of academic excellence." Bennis (1989) and Schein (1991) remind us that when the institution and organizational culture are unique and pervasive, they create a pathway toward the organization's ultimate goals. These college administrators played a strong role in shaping the organizational culture thus playing a significant role in shaping of the faculty and non-academic staff subcultures. In addition, the leaders balanced structural functions to sustain the organization while attempting to harmonize conflicts and expectations.

Collectively, the values, beliefs, sagas, stories, ceremonies, heroes, rites, rituals and buildings influenced and reflected a culture with more diversity than similarity. The college possessed few historic symbols and traditions to relate to the past or to draw people together. Major rituals such as the graduation of students and staff and student awards were not able to fulfil this function. The president's Christmas reception was seen as the most well attended and integrating cultural event.

Many members of staff described the waning of the sense of the college as family as a feeling of personal loss. At the same time, members of staff suggested that the "family" values were still present within their work units through social events which nurtured values of cooperation and caring while instilling loyalty. Members of staff identified only a few college-wide heroes. These heroes were either non-academic support staff or individuals who emerged to lead members of staff or work units in pursuit of a social cause. Most college-wide and significant heroes came from the support staff. They were seen as interacting with numerous people at all levels within the organization and providing linkage between units. They were further characterized as caring and committed to the values of the college and students. Other college heroes were localized in their work units and generally of less influence. It was concluded that these heroes played a significant role in maintaining cultural integrity.

The values and beliefs associated with service excellence provided to college clients and students by the faculty and support units have become part of the traditional values of the college and of education. These values were captured in the college's credo, "student satisfaction and student success." While there were strong differences in opinion over who provided the most important service, at least members of the faculty and support staff agreed on being client and student focused.

The proposed vision of attaining degree granting status appeared to have elevated programs and instructors over the needs of the student. The potential emphasis shift from a student focus to a program focus suggested the potential pursuit of scholarship was through a research emphasis. Some staff members linked the rigor of a degree program with the need to achieve scholarly excellence and credibility with research activities. The issue of research as a needed activity or scholarly pursuit was contentious and coupled to individual values as well as the espoused vision. While there were strong opinions on both sides, the value of scholarly research in this institution was not generally supported and was more hypothetical than substantive. However, the shift in potential programming emphasis was already beginning to reshape the equilibrium and level of resident conflict between the career program and the university transfer instructors. The findings suggest that the depth and impact of this concern was not fully acknowledged by college administrators.

Changes in college symbols were shown as influencing or reshaping of the culture, for example, the president held more "open" meetings and sought to encourage participative activities. But, the values and beliefs ascribed by leaders to these symbolic acts also underscored the staff's lack of trust of the managerial culture. For example, administration was seen as seeking volumes of details of information, following rigid decision processes, and requiring staff to adhere to lines of authority and protocol.

The change in symbols typified the power struggle between administration (managerial culture) and the faculty (collegial culture) and to a lessor extent the support staff subculture. The stakes were leadership, college direction, resources, political power and the essence of the college. The managerial culture was visible and in sharp contrast to the collegial culture. Each culture was convinced of the validity of its role and values, each was equally convinced that it was doing the best for the student. Leaders within the managerial culture were visible, powerful and pervasive, while there was no real visible on-going leaders within the collegial culture. Leaders in the collegial culture, except for the Faculty Association, emerged only when the culture was confronted by a threat or confronting issue or change.

Employing the definition of a subculture as "the collection of mutually shaping patterns or norms, values, practices, beliefs and assumptions that guide behaviour of individuals and groups" (Kuh and Whitt, 1988), it was clear that several distinct subcultures existed and influenced activities at the college. Supporting the conceptual framework, several distinct types of subcultures were identifiable within the context of the overall college. Austin's (1990) and Berqguist's (1992) descriptions of alternative subcultures served as a framework to distinguish and label these subcultures. The most distinguishable and dominant culture was described by Bergquist as the managerial culture and by Austin as the culture of institutional types.

Both descriptions supported the conclusion that the college's dominant culture was centred on the organization's efforts to organize, implement and evaluate work directed toward specific goals, objectives, the college mission, and the goal-directed behaviours and actions of staff. Bergquist's (1992) developmental and negotiating cultures were both evident but they were of lesser importance, and less critical to the dominant culture and subcultures.

In this study, the behaviours of individuals at the level of dean or equivalent and above, clearly focused on: the mission, vision, managerial actions (communications, planning and control), and fiscal responsibility. These senior administrators focused more on macro-system processes and left subsystem activities to first level managers. The managerial culture in this college was centralized and tightly coupled with little evidence that governance of the institution was shared or about to be shared with lower level staff members. Empowerment, for most first level staff members, tended to be interpreted as lip service and generally absent for all except instructors. Instructors construed empowerment as their ability to determine their actions and responsibilities within the confines of their classroom and the boundaries of their discipline. Austin (1990) refers to this attitude and behaviour as an indicator of the culture of the discipline whereby individuals value the opportunity to work in an atmosphere of autonomy and collegiality.

Bergquist (1992) described a collegial culture, as does Austin (1990) and others, as a loosely coupled culture which stresses individual and group autonomy. In a collegial culture, there is a marked diversity of perspectives on how to accomplish tasks and on norms of behaviour. In this study, it was concluded that faculty relationships were informal, non-hierarchial, bordering on anarchy, and quasi-political. The findings clearly confirmed the existence of the characteristics of Bergquist's collegial culture and of Austin's academy of the academic professional.

At this college, faculty members valued (in no specific priority order): independence, flexibility, honesty, fairness, student-instructor relationships, the instruction, quality of courses, smaller classes, privacy, collegiality (although there were mixed sentiments about this as a strong reality), truth, pursuit of knowledge, input to decision making, open communications, empowerment, and the value of education as a process. Clearly, the faculty were focused on their localized world much to the exclusion of the overarching dominant college culture.

Overall, the faculty subculture was characterized by strong tendencies toward anarchy, a need to excel in their individual activities, and an anti-administration stance exemplified in the political activities of the faculty association.

There were three cultures present: the dominant college culture, which closely approximated the values, beliefs and assumptions of the managerial culture; and two subcultures, the collegial subculture, which included those individuals associated with the instructional process; and the non-academic support staff subculture.

In addition to the dominant culture and the major second level subcultures, there were third level subcultures within the collegial and non-academic support staff subcultures and linked to the specific function of the work unit. These third level subcultures were supportive to the second level subcultures, but somewhat isolated from the dominant culture. This helped to explain the extent and richness of localized cultural manifestations such as ceremonies, rites, rituals, stories, and norms. It appeared that the more loosely coupled the unit/program, the greater the propensity to develop subculture sentiments and localized values, beliefs and myths.

The managerial culture was divided vertically for the purposes of analysis into those senior administrators at or above the dean or equivalent and those who were below that level. The senior administrators expressed strong similarities in values, belief and practices. Those individuals below the dean level, regardless of unit or program, expressed varying degrees of kinship toward the sense of counter-administration evident in the collegial culture while harbouring other values in common with senior management.

One third level culture was the Conservatory of Music and Speech Arts. It was one of the longest operating sections of the college and had been part of the original college mission. It was housed in a separate wing and served clients who were different from the general college population. Most were students between 6 and 18 years of age who came at various times for very specific classes. The majority of faculty were part-time and came to the college only to teach their classes. They were not accepted into the faculty association and were not regarded as a regular part of the collegial culture. The obvious support the program received from senior administration only served to heighten the status of this division.

Another third level subculture was the Continuing Education Faculty where a somewhat similar situation existed. Most of staff members in this unit were part time instructors hired to teach specific courses. The collegial culture did not readily accept these instructors either. As well, the credit-free nature of the continuing education offerings received little support from faculty who were more supportive of credit programming. The entrepreneurial nature of continuing education programs whose emphasis appeared to be on the programs rather than on the instructors was a continuing point of contention. Senior administrators were less openly supportive of continuing education activities unless they were low risk and totally self sustaining or completely cost recovery.

These subcultures provided a richness to the college culture and a challenge to the college administrators. In particular, it was felt that should the bridging efforts by administration and other staff not be effective, then the

Conservatory would continue to drift culturally and operationally away from the essence of the college.

Leadership and Organizational Culture

The second research question in the study probed the relationship between college leadership and organizational culture. Several authors argue that organizational culture can be manipulated and managed by leaders (Kotter and Heskett, 1992; Nord, 1985; Schein, 1991; Siehl, 1985). Others (Smircich, 1983) do not share this view, suggesting that cultures cannot be managed and can not be manipulated.

It was evident that leaders in this college had internalized the organization's values, beliefs, assumptions, norms and standards as part of the institutional missions, vision, goals, structures, clients and working procedures through a gradual and persistent transmission and embedding of those values. The president and senior administrators through the managerial culture did, to some degree, manipulate and manage the college cultures. They persistently expressed their values and beliefs, and demonstrated and reinforced through their administrative practices a clarification of the essence of what they wished the institution to be. Where there was a lack of trust, policies and procedures rather than the values and beliefs tended to operate.

The history of the institution reflected a collection of alternative leadership styles and value systems which left some staff and stakeholders, without a stable perspective of what the college stood for and how it operated. Senior administrators, recognizing the dilemma and levels of uncertainty, have consciously formalized and centralized the leadership processes through enhanced bureaucratic practices. Despite internal pressures to improve organizational effectiveness and communication processes, it was concluded that senior administrators were only tacitly confronting the need to share power, decision-making and influence with the other parts of the college. Given the current personalities of the administrators and the strength of the managerial culture, the empowerment process will likely be protracted, if not improbable.

While the future of the college as expressed within the context of the vision is clearly delineated, there did not seem to be an alternative strategic plan in the event that the college was unsuccessful in the Board's bid to become a degree-granting college. Perhaps the maintenance of the status quo is the contingency plan. However, there now exists new expectations and concerns within the college which challenges current values and beliefs and the stability of the college cultures. Administration needs to be pro-active rather than passive in responding to these anxieties. An important conclusion, stemming from several senior administrators' comments, is that senior administrators recognized that there are differences between the dominant culture and the subcultures, but they did not know what those differences were nor did they understand the essences of the third level cultures. In contrast, it was felt that first level staff members were equally uninformed and lacked understanding about the culture of the upper level of management.

Middle and senior symbolic and functional leadership acts within the college's social realities have fostered a sense of challenge and excitement in most staff about the future. Although leaders collectively expressed concern about staff well being and the durability of the staff's interest, the same symbolic process had led many members of staff to become more protective and suspicious of administrators' behaviours. The feeling of isolation by faculty members and most non-academic staff members will continue to grow unless the leadership enacts clear changes in their practices. However, the process of isolation, physically and cognitively, may well strengthen subculture characteristics, resolve and practices.

Bergquist (1992) reported that a culture is influential in controlling and influencing the behaviour of its members. In this college, the collegial culture clearly does that. A similar circumstance was evident in the non-academic culture as well. Furthermore, senior leaders were seen by first level core staff members to be distant and remote. Mintzberg (1989) and Robbins (1990) described the separating process as differentiation. The greater the spatial separation, the greater the complexity and formalization of the organization's structure. Administrators are invisible to the first line core staff and non-interactive in the staff's localized world. This invisibility tended to alienate the staff and was counter to the process of participation and empowerment, an action senior administrators did not want to occur or embed. The president and senior administrators felt that their activities did manage the college culture however, it was apparent that the extent of the management was not nearly as influential as expected. This was evidenced by the localization and strength of subcultures and anti-administration sentiments.

On a broader level, the president's leadership behaviour did clearly reflect and confirm Bennis (1989) and others, description of a senior leader as a social architect, culture giver, giver of meaning, role model, and custodian of the culture. The president's behaviour and actions were directed at enhancing and entrenching appropriate values and beliefs while altering those considered inappropriate or those considered to be barriers to progress such as removal of obsolete programs or courses. In this respect, it is clear that senior administrators were focused on acts, actions, events, and results at present and in the immediate future. They were centred on the internal environment and the promotion of the institution to the external environment.

While deans and their equivalents were perceived by senior administration as an important part of the managerial culture and the management team, subordinates viewed the deans or their equivalent as somewhat powerless with a limited problem solving and decision making capacity. They were considered to be facilitators and leaders only to the extent that they provided leadership to the functional areas as well as being the guardians of the divisional or faculty subculture. At the same time, deans or their equivalent were responsible for the overall enforcement of management policies and procedures as well as the provision of the product and service excellence within their jurisdictions.

The deans or their equivalent, used bureaucratic (formalized and centralized practices) processes, such as signing authority over budgets and individual expenses and communications, as controlling tools to solicit what they considered to be appropriate behaviours. In the course of their actions, deans were instrumental in transmitting and embedding the values, beliefs, assumptions and practices of the dominant college culture. Deans enhanced and reinforced various cultural manifestations within their division or faculty, as well as ensuring the presence of symbols and other manifestations at the unit/program levels. In these roles, these leaders were significant cultural leaders and cultural buffers between their staff and senior administrators.

This separation suggested the proposition that a college culture could be split or stratified into two layers, those above the dean or equivalent level and those below that level. The proposition led to the observation that cultural distinctions could be identified vertically (operational/

functional) as well as horizontally (hierarchial level). Administrators need to become more sensitive to this notion and not to confine cultures to the vertical profile (divisional, faculty, unit/program, and core staff).

The role and leadership characteristics of chairpersons were also examined. From the data, it can be observed that chairpersons perceived themselves to be unempowered, highly accountable and intraprogram focused. They were cultural leaders within the boundaries of the program first, and faculty second. They did not focus on functional duties to the same extent as did the non-academic first level leaders, but were more focused on program and curriculum actions as well as humanistic behaviours which supported and fostered localized values and beliefs and team centred behaviour. Non-academic leaders were clearly focused on the functional tasks while human behaviours were of secondary importance.

From the findings, it was evident that the role of the chair in this college was challenged and frustrated. Their role appeared to require an examination with reference to the nature and length of appointment, empowerment, linkage to the actual decision making system, the instructional evaluation system, and a need for a greater involvement in the college governance process. It is important to recognize that in addressing these conclusions, that a potential clarification of the role of the chair should not be to the functional and cultural detriment of the program and instructional process.

Chairs are critical to the successful operation of the program, as one stated they are the "social glue" that holds the program together. In their absence, deans, it was concluded, would not be able to successfully manage programs.

Much of the strength of the college's culture and subcultures lies with the chairs and instructional staff. They, collectively, did provide support to the mission and vision of the college through their commitment to students, instructional process, discipline and program. Additional strength was added by the non-academic support staff through the provision of front line and visible supporting services. They aided in the care and comfort level of students and other clients as well as contributing to the climate and image of the college. Both groups further added to the strength of the college culture through their willingness to adapt and change to meet emerging needs.

The Board of Governors sought to play a leadership role in guiding the overall college. Yet, in this college, it was evident that while a number of the members of the Board appeared to be actively involved, they were still at arm's length from college operations and focused their dialogue and behaviours in response to the issues presented by senior administrators. The Board supported and endorsed the leadership and practices of the president and the vice-presidents, and many of its other leaders and ventures. Many of the operational and cultural perspectives held by the Board were reflections of the president's vision.

Structure and Organizational Culture

This research question sought to describe the relationship between organizational structure and organizational culture. The subquestions identified the characteristics of the organizational structure and the structuring processes that influenced the organization's culture. There was a direct and significant relationship between the organizational structure and organizational culture of this college. Leadership in this institution has used the organizational structure, in this situation, to create a bureaucratic and tightly coupled structure to control and dominate the college's processes and culture. Furthermore, the structure limited the directions and discretion of leaders in critical acts such as planning, adaptation and change, language, decision-making, staffing, socialization, and empowerment. The use of policies, procedures, budgeting, rewards, norms and standards were pre-eminent as an administrative symbolic control tool. Leaders, at all levels, used symbolic leadership and structuring acts and practices such as meetings, rewards, professional development, tenure, evaluation, adhocracies and the communication system to manipulate and entrench behaviours thought to be appropriate and goal directed.

The physical structure has been and continues to be a dominant force in the development of values and beliefs within the dominant college culture and within the subcultures. The prevailing design has produced outcomes that have been beneficial as well as negative to the college culture. The design did encourage the separation of views about the college and its culture. The structural design was divisive by generating unique and strong mini-societies and third level subcultures. While for many veteran staff members, the new campus has lost much of the heritage found in the old campus, the process has laid the foundation for administrators to build a strong culture through the building of a college community founded on diversities as well as similarities.

The student body described that the physical separations have created a fragmentation of student identities, their values and their understanding about one another as well as the college. Although students, and staff members reported that the presence of student support areas (i.e., learning resource islands), Wright House and other food and social areas has helped to bridge some of the disparities, the physical structure fostered an insular attitude among students. This had heighten individualism at the expense of a strong broadly based student culture. Leaders at all levels concluded that to respond to the needs of the current student, the college would need to examine methods of increasing student interactions with all parts of the college and its constituents.

Structure, Leadership and Organizational Culture

An interrelationship among organizational structure, leadership and the organizational culture was found to be evident and was a powerful force influencing the college's activities. The recent history of the college had clearly illustrated that the interrelationships have brought the culture to its current state. The literature states that leadership, structure and organizational culture can be discussed and described separately. In this study, it was difficult, if not impossible, to describe one without mentioning or integrating the others.

The literature does not adequately describe the interrelationships among organizational culture, leadership and organizational structure. Several writers (Nord, 1985; Peters and Waterman, 1982: Martin, Sim, and Boehm 1985; Siehl, 1985) suggest that a college culture can be managed or manipulated by senior managers through structuring processes and the entrenchment of leader espoused values and beliefs.

Senior administrators in this college have attempted to do so through their leadership acts and the college's structure by espousing, entrenching, directing staff behaviours, and by the use of structure features that guide or control actions and resources. The evidence indicated that their efforts were only partially successful as part of the college culture was beyond their direct influence and resided at localized level that, in some cases, reluctantly conformed to the dominant college culture.

Implications

The literature and this study confirmed that administrators within a college were cultural leaders, who articulated and demonstrated the college's and their individual values, beliefs and assumptions through various means. Administrators must recognize that through their own deliberate and incidental actions, they create, transmit and embed cultural manifestations that influence and shape the multiple realities of college staff. It is critical that these actions and behaviours be linked to a well designed and thoughtful action plan that allows for the stipulation of what the college is about, while providing for the emergence of individual and group values and beliefs. The congruence of or the lack of congruence of these cultural manifestations impacts on the fit between what is and what is expected. This culture was only partially managed but was resistant to total control or creation.

College administrators recognized that despite their best efforts, a bureaucratic organization where the managerial culture is dominant was present with a loosely coupled collegial culture present. The collegial culture was not mutually inclusive to it. The implications for leaders centre on their ability to create a dynamic culture wherein the leadership processes and organizational and physical structures accommodates various diverse subcultures. In doing so, leaders must preserve the integrity of the overall culture and college functions. In this college, the presence of strong subcultures harbouring localized behaviours and a counter-culture perspective creates the potential for counter-productive behaviours. Leaders, at all levels, need to advance alternative ways and means to accommodate an effective empowering and communication process which ensures individual and group participation.

The college is rich in localized ceremonies, rites, rituals, stories, myths, sagas, heroes, values and beliefs which serve to create a sense of identity and boundary. Much of the rituals revealed reflected the rites of the rhythm of daily life. Overall, the college was found lacking in college-wide symbols, traditions, rites and rituals, and a sense of history. This poses an opportunity for administrators and staff to expand on or to recapture a heightened sense of "family" while reducing the sense of isolation and separation. In building a cultural community, leaders must exercise care not to usurp localized cultural characteristics which would destroy the indigenous character of the subcultures.

Suggestions for Further Research

From the research perspective, this study confirms the utility of the conceptual framework. The methodology using three data collection techniques, proved to be satisfactory for gathering data on the dominant culture and subcultures of this institution. Further research efforts are encouraged to replicate the study. One of the strengths of the data collection procedures was the length of time spent at the institution and the efforts taken to explain the researcher's presence. Time allowed for more interviewing and for following up on individual comments with different participants. Only through such informal conversations was the researcher able to develop a rapport with individuals in the third level cultures.

The use of focus groups was a positive benefit because it allowed the researcher to hear individual viewpoints and assess the interaction among group members. A second recording device is essential to enable the researcher to focus on the conversations. The use of the questionnaire survey proved to be disappointing since the returns were low overall and much less than expected from the part-time and non-academic staff. Eventually, the data provided by part-time continuing education instructors were eliminated from the study due to lack of returns and participation.

The survey instrument requires further refining to clarify several individual items. While valuable in providing an assessment of staff responses, the data was not in conflict with data obtained through interviews and group discussions. More attention might be given to a survey instrument which attempts to focus on specific groups, units, divisions, or levels.

The research study added to the findings and conclusions about a Canadian community college while raising questions about the administrative practices required to bridge the dominant culture of the college and subculture(s). The results confirm the need to explore the impacts of third level cultures found at the unit/program level. These subcultures, although not fully investigated, were found to be localized but influential.

The use of typologies proved to be useful in linking literature descriptions with the research data. Typologies helped to clarify the characteristic that may be found and illustrative of potential values and beliefs as well as behaviours.

The conclusions of the study, collectively, clearly point to a paradoxical situation whereby administrators, confronted by the issue of managing the culture or allowing it to evolve, must elect an approach that allows for an effective compromise. The literature suggested that administrators must elect one perspective. The researcher is sceptical of that approach. Instead the researcher concluded that a middle ground accommodating culture theory needs to be developed. As a compromise, in the middle ground theory, the organizational culture is created and transmitted from the senior leaders within the dominant culture and through the organization's structure, while allowing the subcultures to unfold and emerge as distinct entities. The theory should identify the mechanisms for the creation, transmission, and embedding of values in a simultaneous process which leads to a leadership, organizational and cultural fit within a complex organization reflecting elements of bureaucracy and anarchy. The fit should allow for a co-existence and harmonization of alternative cultural agendas.

Leader values and goals for an institution are promulgated with minor changes to be reflective of the "administrative team" and to be seen as the values of the college and the vision. There is a need for authenticity of these values as leaders through their behaviours attempt to manage the culture to meet the goals. But staff while they might accept the mission and vision, may reject the leader if their actions do not reflect the espoused values. This is the issue at this college, rather than faculty versus administration. A leader admired as a faculty colleague can be rejected if the leaders actions do not match their espoused values and beliefs.

The lack of discussion about likelihood and implications about the vision's possible alternatives leaves managers adrift and focused on short term academic and social gains. The issue of evaluation was an important one because it speaks to the lack of support and trust. The evaluation process lacks "real" compliance up to the president level, thus the resultant message was that evaluation was not important but being kept on the defensive was.

The study raised questions about a culture which was rich and less simplistic than found in most of the literature. While the intent of this research study was to study the organizational culture of a community college and the relationships between leadership, structure and organizational culture, the research was constrained by the scope of the study and methodology limitations. Therefore, the researcher suggests that further enquiry into the following areas would enhance the growing body of literature on organizational culture in community colleges.

1. A similar case study in another community college that is experiencing a change in its mission and purposes.
2. A study to examine the impact that organizational culture has on the planning and implementation of a new college or college facility.
3. An examination of the cultural characteristics and impact of third level (work unit, formal group) cultures on the organization's culture.

4. Research on the potential of a middle ground theory. The study would explore if practices, acts, behaviours and value and belief system compromises would develop an internal harmonization between cultures. What would be the characteristics of the new culture?
5. Research on the interrelationship between a collegial subculture and the quality of instruction, and the interrelationship between the student subculture and the collegial subculture.
6. A study on strategies of empowering college staff members within an existing managerial culture.
7. A comparative study of community college collegial cultures to analyze similarities and dissimilarities.
8. A comparative study of senior leadership acts and strategies for embedding values, beliefs and behaviours in post secondary institutions.
9. A study to examine the relationship of leadership and innovation, creativity and change in restructuring the organizational culture.
10. A study to compare the characteristics of dominant organizational cultures and their leaders within public and private colleges.
11. An examination of the relationship of the leadership acts of chairpersons and instructors, instructional processes, instructional outcomes, and the unit subculture.

This study uncovered the cultural characteristics, and leadership, cultural and structural interrelationships in one college. It opens the opportunity to undertake more specific studies which are micro in scope, comparative in nature or visionary. This study utilized a conceptual model framework developed from contemporary theories. It proved to be a sound framework for guiding the research study while leading to an understanding of the organization from various perspectives. Austin's (1990) and Bergquist's (1992) typologies were incorporated into the conceptual framework to identify and describe the characteristics of alternative cultures found in the college. In this study, the existence of several cultures was evidenced, described and favourably compared to those identified in the literature. In future studies, this study may be used to compare and contrast the inherent cultures of other institutions.

The study used a variety of instruments, focus groups, questionnaires and interviews allowing for a triangulation of data and a synthesis leading to some understanding of a complex organization which frequently exhibited convoluted, contradictory and sometimes disparate information. Nevertheless as the level of quality and diversity of information amassed in the literature grows, the greater the potential to develop a paradigm that can be substantiated and replicated in post secondary institutions. The culture in a community college is a formidable force when linked to the structure and leadership. It can support the growth, innovation and activities essential to respond to the changing needs of its clients and students, as well as surviving in challenging times.

Presidents of contemporary Canadian colleges will need to develop a strategy for leadership and structuring which accommodates the organization's culture while responding to the need for the college's economic survival and educational viability. In doing so, the president will be mindful of the fine balance between trying to guide or manage the culture while responding to the evolving upward and pervasive embedding of values and beliefs originating from the staff and their operating units including students, clients and external environments.

The failure to understand and effectively interact with the college's culture and subcultures will inevitably advance the fracturing of the colleges cultural fabric, perhaps leading to an uncompetitive or unviable position. College staff need to recognize that as part of the organizational culture they play a significant role in the cultural reality and drama of the college through the presentation and enactment of their values and beliefs. These behaviours are crucial in the attainment of outcome excellence as well as the preservation and nurturing of the college culture and subcultures.

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APPENDIX A

FOCUS GROUP INVITATION AND QUESTIONNAIRE

11116 - 10A Avenue
Edmonton, Alberta
T6J 6S8

October 12, 1991

Dear:

RE: A Study of the Organizational Culture at College

I am pleased to extend an invitation to participate in a focus group as part of the research on the organizational culture at the college. The purpose of my Ph.D. study is to identify and understand the characteristics (symbols, values, beliefs, traditions, ceremonies, rites, rituals, stories, and myths) of the culture and subcultures, and to examine the influence of history, leadership, management and organizational processes, and organizational structure on the college's culture.

Phase three of the study's data base uses 15 focus groups representing all divisions and levels in the college. I choose focus group participants by random selection within each division and program. The purpose of the focus group's discussions will be primarily, but not limited to, identifying college and group core values, beliefs, assumptions, traditions, stories, processes, myths, ceremonies, rites, rituals and important processes.

It is anticipated that each focus group activity will be 1 to 1.5 hours in length. Your voluntary input is very important to attain a comprehensive understanding of the college. All information presented will be treated as confidential and anonymous. Interactions will be audio-taped and transcribed. Speakers will not be cited in quotations. You may withdraw from the focus group process at any time.

The focus group I invite you to participate in is at:

Group:
Date:
Time:
Location:

I would appreciate your assistance in completing the enclosed response sheet by October 25th indicating your intent.

Thank you for considering this invitation. If you choose to participate, I am confident that you will find it interesting and enlightening.

Sincerely,

Rob Gawreluck

Date: , 1991

To: Rob Gawreluck
E 251

RE: ORGANIZATIONAL CULTURE STUDY - FOCUS GROUP

I will be able/not able to attend the focus group.

______________________________ Group No.______________
Name

11116 - 10A Avenue
Edmonton, Alberta
T6J 6S8

October 12, 1991

Dear Staff Member:

Subject: Organizational Culture Study at College

I am pleased to extend to you an invitation to complete and return the attached organizational culture questionnaire. The purpose of my Ph.D. study is to identify and understand the characteristics (symbols, values, beliefs, traditions, ceremonies, rites, rituals, stories, and myths) of the college's culture and subcultures, and to examine the influence of history, leadership, management and organizational processes, and organizational structure on the college's culture.

Most of the questions can be answered by checking the spot on a five point scale that best represents your views and experiences. However, there are a few questions which have a different scale, and there are six questions seeking a descriptive answer. Should you find that the provided space is insufficient, please add a page(s) as an insert. If at a later date you wish to convey additional comments I would appreciate hearing from you. I have a temporary office in E 251 (Information Services) until early December.

Your responses to this questionnaire will be completely anonymous. The data will be reported by division or faculty only so that no individual can be identified.

Once you have completed the questionnaire, please return it in the provided envelope to the mail room. Your cooperation in responding by November 1 will be greatly appreciated.

Thank you for taking the time to participate in my study.

Sincerely,

Rob Gawreluck

Organizational Culture

Questionnaire

____

College

Robert Gawreluck
Department of Educational Administration
University of Alberta

Instructions

There are eight sections in this questionnaire seeking your important opinions, judgements and experiences about the culture at ____________ College. A maximum of 40 minutes should allow for thoughtful completion. Please consider your answers carefully on each point or question.

The majority of the questions use a five point scale with 1 as strongly disagree and 6 as strongly agree. In addition there are several questions in which the scale is slightly different. Section VII requires a paragraph description. Please complete all parts except for Section VI which applies only to managers, chairmen, administrators, coordinators or supervisors. The terms institution, college, ______, and organization are used synonymously.

Your responses should reflect your candid thoughts and reactions on how you view your organization's culture from your position. If time permits, review your replies and make changes if necessary.

Your answers are anonymous and strictly confidential. Results will not be cross referenced in any way that would allow individuals to be identified.

Please return the complete questionnaire in the enclosed envelope by November 1. Thank you for your cooperation and very valuable input.

Section 1

1. The goals/objectives of ______ are clearly defined and regularly reviewed. 1 2 3 4 5
2. Staff at all levels have the opportunity to participate in this process of setting goals/objectives. 1 2 3 4 5
3. The college has mechanisms for periodic evaluation of its achievement of goals/objectives. 1 2 3 4 5
4. Key management devotes adequate time to advanced, dynamic planning, and involves subordinates in the process as appropriate. 1 2 3 4 5
5. Management in this organization supports high achievers among employees. 1 2 3 4 5
6. Management regularly reviews the assignment of roles and responsibilities, as well as the delegation of authority for performance. 1 2 3 4 5
7. Managers ensure that adequate personnel development and training are available for employees to carry out assigned tasks. 1 2 3 4 5
8. Management has an adequate system for regular and meaningful performance evaluation of employees. 1 2 3 4 5
9. The organization emphasizes cooperation as an operational norm. 1 2 3 4 5
10. ______ demonstrates commitment to providing satisfactory service to its clients and students. 1 2 3 4 5
11. The organization utilizes well the human energies of its workforce. 1 2 3 4 5
12. The organization rewards personnel on the basis of merit and performance, encouraging competence. 1 2 3 4 5
13. The work climate encourages employees to do their best and perform well. 1 2 3 4 5
14. The atmosphere in the organization encourages people to be open and candid with management. 1 2 3 4 5
15. The college treats employees equally, regardless of their sex or race. 1 2 3 4 5
16. The college is a very personal place. It is like an extended family. People seem to share a lot of themselves. 1 2 3 4 5
17. The college is a very formalized and structured place. Bureaucratic procedures generally govern what people do. 1 2 3 4 5
18. The college is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks. 1 2 3 4 5
19. The college is very production oriented. A major concern is with getting the job done. People aren't very personally involved. 1 2 3 4 5
20. The glue that holds the institution together is loyalty and tradition. Commitment to this college runs high. 1 2 3 4 5
21. The glue that holds ______ together is formal rules and policies. Maintaining a smooth-running institution is important here. 1 2 3 4 5

The five point scale: 1 -- strongly disagree through 5 -- strongly agree

22. In this college commitment to innovation and development is important. There is an emphasis on being the best. 1 2 3 4 5

23. The college has an emphasis on tasks and goal accomplishment. A production orientation is commonly shared. 1 2 3 4 5

24. The President is generally considered to be a mentor, a sage, or a symbol of leadership. 1 2 3 4 5

25. The President is generally considered to be a coordinator, an organizer, or an administrator. 1 2 3 4 5

26. The President is generally considered to be an entrepreneur, an innovator, or a risk taker. 1 2 3 4 5

27. The President is generally considered to be a producer, a technician, or a hard-driver. 1 2 3 4 5

28. The college emphasizes human resources. High cohesion and morale in the college are important. 1 2 3 4 5

29. The college emphasizes permanence and stability. Efficient, smooth operations are important. 1 2 3 4 5

30. The college emphasizes growth and acquiring new resources. Readiness to meet new challenges is important. 1 2 3 4 5

31. The college emphasizes competitive actions and achievement. Measurable goals are important. 1 2 3 4 5

Section II

To what extent are the following characteristics typical of this institution?

32. One of the outstanding feature of this institution is the opportunity it provides students for personal development in addition to academic development. 1 2 3 4 5

33. This college is highly responsive and adaptive to meeting the changing needs of its external constituencies. 1 2 3 4 5

34. This college has a very high ability to obtain financial resources in order to provide a high quality educational program. 1 2 3 4 5

35. When hiring new staff, this college can attract the leading people in the country in their respective fields to take a job here. 1 2 3 4 5

36. There seems to be a feeling that dissatisfaction is high among students at this institution. 1 2 3 4 5

37. There is a very high emphasis on institution-community or institution-environment activities. 1 2 3 4 5

38. Students develop and mature in non-academic areas (e.g., socially, emotionally, culturally) to a very large degree as a result of their experiences at this institution. 1 2 3 4 5

39. A very large number of community-oriented programs, workshops, projects, or activities were sponsored by this institution last year. 1 2 3 4 5

40. Senior administration has expressed a reasonable vision of the college's future. 1 2 3 4 5

Section III

41. Are you satisfied with the present state of organizational communications? 1 2 3 4 5

42. Do you think the communication between management and yourself is adequate? 1 2 3 4 5

43. I believe that the information I receive from administration is accurate and complete. 1 2 3 4 5

44. I have the time needed to become informed on issues of importance to me. 1 2 3 4 5

45. Do you think there is adequate written communication in the organization? 1 2 3 4 5

46. Do you think there is adequate oral and group communication? 1 2 3 4 5

47. Are you satisfied that adequate communication is provided about organizational changes? 1 2 3 4 5

48. Your communication with various levels of management around you is largely
1. downward( ) 2. upward( ) 3. circular ( )

49. Regardless of the source, I feel that I need more information in the following areas: (check any that apply)

- college long and/or short-term plans 01. ______
- campus/facilities planning 02. ______
- college budget 03. ______
- Board of Governors decisions 04. ______
- personnel policies/procedures 05. ______
- academic policies 06. ______
- administrative policies/procedures 07. ______
- professional development opportunities 08. ______
- programs/activities in other divisions 09. ______
- impact of external events on the college (eg. government decisions) 10. ______
- upcoming college events 11. ______
- other (please specify) 12. ______

Section IV

Please check the category that best describes the present situation for you.

50. Employees generally trust top management. 1 2 3 4 5

51. Employees usually "level" in their communications with management, providing authentic feedback. 1 2 3 4 5

The five point scale: 1 -- strongly disagree through 5 -- strongly agree

52. Employees usually are open and authentic in their relations with peers. 1 2 3 4 5

53. If employees have a conflict or disagreement with management, they usually work it out directly, or seek mediation. 1 2 3 4 5

54. When employees receive administrative directives or decisions with which they do not agree, they usually conform without dissent. 1 2 3 4 5

55. Older managers are threatened by younger, competent staff members or subordinates who may have more knowledge, information, or education. 1 2 3 4 5

56. Managers are able to interact effectively with minorities, peers or subordinates. 1 2 3 4 5

57. Managers really try to be fair and just with employees, using competence as their only evaluative criterion of performance. 1 2 3 4 5

58. Many managers have generally "retired" on the job, and are indifferent to needs for organizational renewal. 1 2 3 4 5

59. Employees have opportunities to clarify changing roles and relationships. 1 2 3 4 5

60. The organization is concerned about the needs of people as well as getting the task done. 1 2 3 4 5

61. The organization encourages and assists employees in the development of community relations. 1 2 3 4 5

62. The organization is able to adapt to the dramatic shifts and changes underway in society and the larger culture. 1 2 3 4 5

63. The college is able to handle the new demands made upon it as a result of the changes in top management emphasis and vision. 1 2 3 4 5

64. The organization does not seek adequate input from employees on those changes that affect them, or that they are to implement. 1 2 3 4 5

65. ________ is able to deal effectively with the new kind of person coming into the workforce and management. 1 2 3 4 5

66. The organization has changed its management priorities and approaches with regard to scarce resources, as well as environmental and ecological concerns. 1 2 3 4 5

67. The organization is innovative in finding ways to improve the institutional environment. 1 2 3 4 5

68. The college offers employees sufficient opportunities to provide input into decisions that affect them. 1 2 3 4 5

69. Employee input is understood and considered by administration in making decisions. 1 2 3 4 5

70. Administration provides meaningful feedback to employees on decisions and the rationale for them. 1 2 3 4 5

71. I have enough scope to make decisions that directly affect my work. 1 2 3 4 5

72. The time I devote to involvement in decisions that affect me and my program/unit is well-spent. 1 2 3 4 5

73. College decision-making should be more decentralized whenever feasible and workable. 1 2 3 4 5

74. The college's administrative and committee structures allow decisions to be made in a timely manner. 1 2 3 4 5

75. The college administration is committed to a participative model of decision-making. 1 2 3 4 5

Section V

Please answer in terms of the group with whom you work.

76. The atmosphere and interpersonal relations in my group are friendly and cooperative. 1 2 3 4 5

77. The members encourage one another's best efforts, reinforcing successful behavior. 1 2 3 4 5

78. My ideas are always carefully considered by my supervisor. 1 2 3 4 5

79. The group organizes and problem-solves effectively. 1 2 3 4 5

80. The members develop and maintain adequate standards of performance. 1 2 3 4 5

81. The group is open to and ready for organizational changes. 1 2 3 4 5

82. The college provides an appropriate physical environment. 1 2 3 4 5

83. The college provides an appropriate interpersonal work climate for my job. 1 2 3 4 5

84. The members work effectively as a team. 1 2 3 4 5

85. The group communicates well within our work unit. 1 2 3 4 5

86. The group communicates satisfactorily with other work units. 1 2 3 4 5

87. The members provide group input and may participate in the management process as appropriate. 1 2 3 4 5

88. The group makes effective use of available equipment and resources (both material and human). 1 2 3 4 5

89. The members generally demonstrate pride in themselves and in their work. 1 2 3 4 5

The five point scale: 1 -- strongly disagree through 5 -- strongly agree

90. The group believes that student satisfaction and success has the highest priority. 1 2 3 4 5

91. The group actively seeks to utilize the skills and abilities of its members. 1 2 3 4 5

92. The members do not feel constrained by rules, regulations, and red tape in accomplishing their work. 1 2 3 4 5

93. The environment within my work unit is supportive of my work. 1 2 3 4 5

94. The group is dynamic in its approaches and activities; that is, the work environment "turns people on". 1 2 3 4 5

95. The members of this group are characterized by conformity and dependency. 1 2 3 4 5

96. The group has a record of consistent accomplishment in the organization. 1 2 3 4 5

97. The members in my work group generally exercise responsibility and achievement. 1 2 3 4 5

98. The instructional process governs our behavior and values within our work unit/program. 1 2 3 4 5

99. There is too much competition among programs within the college. 1 2 3 4 5

100. There is too much competition among divisions within the college. 1 2 3 4 5

101. Overall, ______________________ is a good place to work. 1 2 3 4 5

Section VI

This part is to be answered by chairmen, managers, administrators, coordinators, and first line supervisors only. If this part does not apply to you, please proceed to Section VII.

With reference to upper management levels (Deans, Directors, Vice Presidents, and President). I perceive that the emphasis is:

102. Clear organizational objectives and targets. 1 2 3 4 5

103. Competency in themselves and their subordinates. 1 2 3 4 5

104. Continuous, planned organizational renewal. 1 2 3 4 5

105. High productivity standards. 1 2 3 4 5

106. High service standards. 1 2 3 4 5

107. Experimenting with new ideas and approaches. 1 2 3 4 5

108. Encouragement of human resources development. 1 2 3 4 5

109. Coordination and cooperation in and among the organizational work units. 1 2 3 4 5

110. Conducting meaningful and productive meetings. 1 2 3 4 5

111. Confronting conflict directly and settling disagreements rather than avoiding or ignoring them. 1 2 3 4 5

112. Promoting creative thinkers and innovative performers. 1 2 3 4 5

113. Always trying to do things better. 1 2 3 4 5

114. Equal employment opportunity and affirmative action. 1 2 3 4 5

115. Creating a motivating environment for employees. 1 2 3 4 5

116. Open, authentic communications with each other and their subordinates. 1 2 3 4 5

117. Seeking suggestions and ideas from employees and the public (feedback). 1 2 3 4 5

118. Clarifying organizational roles and responsibilities so there is no confusion or overlap. 1 2 3 4 5

119. Teamwork and collaboration within and among upper-level management. 1 2 3 4 5

120. Effective concern for training subordinates to perform competently. 1 2 3 4 5

121. Willingness to consider innovations proposed to increase organizational effectiveness. 1 2 3 4 5

122. Sharing of power, authority, and decision making with lower-level management. 1 2 3 4 5

123. Policies and procedures that counteract absenteeism, slackness, and unproductivity. 1 2 3 4 5

124. Management of responsibility on the part of employees they supervise. 1 2 3 4 5

125. Problem solving and confronting issues. 1 2 3 4 5

126. Constantly improving working conditions, both physical and psychological. 1 2 3 4 5

127. Consistency in college policies and procedures. 1 2 3 4 5

128. As a leader in this organization, check the words or word combinations that best describe your management approach:

01. ( ) idealistic
02. ( ) innovative
03. ( ) cooperative
04. ( ) task-oriented
05. ( ) change maker
06. ( ) hard-nosed
07. ( ) inspiring
08. ( ) traditional
09. ( ) realistic
10. ( ) pragmatic
11. ( ) individualistic
12. ( ) sensitive
13. ( ) change reactor
14. ( ) imaginative
15. ( ) participative
16. ( ) futuristic

129. Do you reinforce and support positive behavior and performance in your subordinates?
1. Rarely ( ) 2. Sometimes ( ) 3. Usually ( )

130. Do you actively encourage your subordinates to make the most of their potential?
1. Rarely ( ) 2. Sometimes ( ) 3. Usually ( )

131. Are you willing to take reasonable risks in the management of your work units?
1. Rarely ( ) 2. Sometimes ( ) 3. Usually ( )

132. Do you take responsibility to ensure that the employees you manage make their best contribution toward achieving organizational goals and production targets?
1. Rarely ( ) 2. Sometimes ( ) 3. Usually ( )

133. Do your key subordinates really know where you stand on controversial organizational issues?
1. Rarely ( ) 2. Sometimes ( ) 3. Usually ( )

134. Do you demonstrate by example personal standards of competence and productivity?
1. Rarely ( ) 2. Sometimes ( ) 3. Usually ( )

135. Are you generally objective, friendly but businesslike in dealing with employees?
1. Rarely ( ) 2. Sometimes ( ) 3. Usually ( )

136. Are you doing something specific for your own personal and professional development?
1. Rarely ( ) 2. Sometimes ( ) 3. Usually ( )

137. Do you take responsibility to seek change in organizational norms, values and standards when these are not relevant and need updating?
1. Rarely ( ) 2. Sometimes ( ) 3. Usually ( )

Section VII

138. Every college has a unique history all of its own. Staff know something of that history even if they have not worked here for a long time, because people talk about things that went on in former times. Some of these events may have been powerful incidents in the community that affected the college, and others may be purely internal matters that might seem unimportant or even mundane to outsiders.

Please describe briefly some of the more important events or trends that helped to shape the character of ____________ as it is today.

139. Colleges usually espouse some official, formal, public set of values and beliefs. Ordinarily these appear in handbooks, newsletters, speeches, and so on. But in day-to-day work, a college may sometimes seem to be operating from values and beliefs that are different from the official public statements. The latter values and beliefs are, of course, often implicitly understood but not often talked about.

Please describe the actual, functional values and beliefs that are important in the college.

140. People who work in colleges very often tell stories -- perhaps mythical, or symbolic, or humorous -- that help to explain what life in them is really like.

Briefly describe a common story that is likely to be told to a newcomer by an "old hand" in the college to impress upon the individual "how things are really done around here".

141. Every college has established but unwritten expectations (or taboos) for behavior on the job.

Please describe some of the most important expectations that have to be met in __________ in order for one to get along.

142. Colleges often develop information customs, or rituals, that are more or less unique. For example, in one institution there is a bridge game going on in the lounge every day with different people sitting in as they come and go. In another department, staff have an informal coffee klatsch in the coffee room every morning. And so on.

In a brief paragraph, please describe any such rituals that are important in the life of the department or college.

143. Colleges seem to have at least one person, either now or in the past, who is thought of with great respect (or even reverence) because he or she is or was so outstanding in the life of the college.

If you can think of such an individual in the history of ______________________, please describe why it is that the individual is so well regarded.

____

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Section VIII

The following questions will help to clarify how major groups of employees see things at the college:

144. Please check the ONE category that best describes your position/function within the college

1____ faculty/instructional staff

2____ non-academic/support staff

3____ administration

145. Please check the ONE category that best describes your employment status at the college.

1____ full-time continuing or probationary appointment

2____ part-time appointment

146. Please check the division/section of the college in which you work:

1____ Arts

2____ Science and Technology

3____ Business Studies and Applied Arts

4____ Community Education

5____ Community and Health Studies

6____ Conservatory of Music and Speech Arts

7____ Continuing Education

8____ Academic Services

9 ____Administrative Affairs (Finance/Facilities/Info Services

10____Other Administrative Areas

Thank you very much for your participation in this survey

APPENDIX B

LISTS OF FOCUS GROUPS AND INTERVIEWEES

List of Focus Groups

1. Administration/President's Division: support staff.
2. Arts and Science Faculty: faculty.
3. Science and Technology Faculty: Chairs
4. Arts Faculty: chairs.
5. Business Studies and Applied Arts: chairs.
6. Business and Health Studies: faculty.
7. Continuing Education: managers and coordinators.
8. Presidents Advisory Group
9. Board of Governors
10. Distinguished Instructors Group
11. Conservatory of Music, Speech Arts and Dance: managers and coordinators.
12. Student Groups
13. Academic Services Division

List of Senior Administration Interviewees

1. Dean, Faculty of Continuing Education and Extension
2. Assistant Vice President, Academic and Dean of Academic Services
3. Acting Dean, Faculty of Business Studies and Applied Arts
4. Dean, Faculty of Community and Health Studies
5. Dean, Faculty of Arts
6. President
7. Director, Physical Resources
8. Director, Conservatory of Music, Speech Arts and Dance
9. Vice President, Academic
10. Vice President, Administration
11. Acting Controller, Finance
12. Director, Ancillary Services
13. Acting Director, Human Resources
14. College Secretary, Secretariat
15. Director, Public Affairs and Development
16. Acting Director, Financial Planning
17. Dean, Faculty of Science and Technology

APPENDIX C

DOCUMENTS REVIEWED

Documents Reviewed

1. Minutes of the Board of Governors.
2. Images and Issues Study, Research overview.
3. College Historical Facts, 1990.
4. Back issues of college newspaper.
5. Several past and current College calendars.
6. College publications:
    Dedication service for the carillon and meditation center.
    Special convocation for the installation of the president, 1981.
    What is Brookview college.
    Review of special dates at Brookview.
    Brookview College condensed facts and issues Brookview - living history.
    Brookview College mission statement and mandate.
    The monthly publication of college events and activities.
7. Articles from the local city paper about the Brookview College.
8. Newsletters for high school counsellors about the college.
9. Access to Opportunity 1905-80. A government publication.
10. History of Brookview College, 1910-1986.
11. Several internal memorandums, i.e., 70th Anniversary
12. The act to incorporate Brookview College, 1910.
13. Brookview Conservatory Concept, 1990.
14. Brookview organizational chart.
15. Faculty newsletters.

16. Brookview Faculty Association Collective Agreement and handbook.

17. The student association newspaper.

18. Brookview College Draft Institutional Development Plan 1991-2000, (1990).

APPENDIX D

EXAMPLES OF PRELIMINARY QUESTIONS UTILIZED IN THE INTERVIEWS AND FOCUS GROUPS

Preliminary Questions for the Interviews

The following are the preliminary list of questions utilized during the interviews. Various questions were selected according to the nature of the interview and the administrator.

1. Have there been significant events, past or present, which have shaped the college's culture?
2. In your opinion, what is the mission and vision of the college?
3. What are your perceptions about the college's overall organizational culture?
4. Can you describe the characteristics of the culture in your area of responsibility?
5. What do you perceive to be the dominant values and beliefs of the college. What are the norms?
6. Can you describe what you believe to be the assumptions of the college's culture?
7. Can you describe what symbols, ceremonies, rites, rituals are evident in the college?
8. Are there heros - heroines in the organization? Who are they? Why did they become heros?
9. Can you tell me any stories which are widely known and illustrate and contribute to the essence of the college culture?
10. Do you feel that there are subcultures present in the college? How would you describe them?
11. In your opinion, does the dominant culture or subcultures influence the instructional or operational processes? In what ways?
12. Do you perceive that students contribute to the college culture? In what ways?
13. Can you describe how the college is governed?

14. Can you describe the leadership styles and practices which have influenced the culture of the college, and your area?

15. Do you feel that administration consciously and actively use culture to direct and manage the organization?

16. Do you feel that the organizational structure influences the organizational culture, in what ways?

17. Do you feel that the board of governors influences the college culture? In what ways?

18. Are there influences outside the college that influence the college's culture? What are they? How do they influence the culture of the college?

Preliminary Questions for the Focus Groups

1. Can you describe the values and beliefs present in your work unit and division? How did they develop?

2. Do you think that these values and beliefs are different from other parts of the college? In what ways are they different?

3. Do you feel that the your area is distinct from other parts of the college? Why? Do you have examples?

4. In what ways are the "things" that you hold as important different from the other parts of the college?

5. Can you recount any frequently told stories about the college or your area?

6. If you to were to introduce to a new colleague to the college. What would you tell them about the college in terms of how things are done around here?

7. Does your area have traditions, symbols, or rituals? Can you describe them?

8. What can you tell me about college heros? Who are they? Why are they a hero to you?

9. What can you tell me about the history of the college? How has it influenced the current college culture?

10. In what ways have the college's structure (physical and administrative) and leadership (including yours) processes influenced the nature and structure of your area(s)?

11. Which values and beliefs (college and your work unit) have shaped the present program. How have they influenced the administrative and instructional processes within your program(s)?

12. Can you describe what an instructor (or employee) values in or about their job?

13. Why do you think students come to brookview? Do they have a culture? Does it influence your behaviour or work?

14. Can you describe the extent of trust and loyalty within the college or area. Are people happy at Brookview?

15. Describe the nature of the decision making and communication process within the college as you see it.

16. What can you share with your recollections about the past president's leadership and influences.

17. What stories can you tell about the changing physical structure of the college, did it have any influence on how people felt about the college, their job and program/unit?

18. What else can you tell me that would help me understand the organizational culture of the college or of your area?

APPENDIX E

SURVEY DATA ON BROOKVIEW COLLEGE

QUESTIONNAIRE DATA FOR THE OVERALL COLLEGE

Survey Demographics

Survey Respondents

	Respondents	*Percentage*
Faculty	*117*	*44.7*
Support	*111*	*42.3*
Administration	*34*	*13.0*
Total	*262*	*100.0*

Note: In part B of the questionnaire, n = 85.
In part C of the questionnaire, n = 62.

Employment Status

Full-time	*237*	*90.4*
Part-time	*25*	*9.6*
Total	*262*	*100.0*

Figures are in percentage

Question Number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
1.	**The goals/objectives of Brookview are clearly defined and regularly reviewed.**	**6.1**	**13.8**	**26.3**	**33.6**	**20.2**
2.	**Staff at all levels have the opportunity to participate in this process of setting goals/objectives.**	**22.3**	**28.7**	**27.9**	**14.2**	**6.9**
3.	**The college has mechanisms for periodic evaluation of its achievement of goals/objectives.**	**10.6**	**19.1**	**34.1**	**28.5**	**7.7**

Question Number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
4.	Key management devotes adequate time to advanced, dynamic planning, and involves subordinates in the process as appropriate.	21.1	25.6	24.8	23.2	5.3
5.	Management in this organization supports high achievers among employees.	24.3	20.6	24.3	21.9	8.9
6.	Management regularly reviews the assignment of roles and responsibilities, as well as the delegation of authority for performance.	17.5	26.8	31.3	18.7	5.7
7.	Managers ensure that adequate personnel development and training are available for employees to carry out assigned tasks.	11.8	18.3	28.5	32.5	8.9
8.	Management has an adequate system for regular and meaningful performance evaluation of employees.	11.7	13.8	23.5	35.2	15.8
9.	The organization emphasizes cooperation as an operational norm.	10.1	18.2	35.2	24.3	12.1
10.	Brookview College demonstrates commitment to providing satisfactory service to its clients and students.	4.5	13.1	19.3	34.4	28.7
11.	The organization utilizes well the human energies of its work force.	18.7	19.1	30.9	24.0	7.3
12.	The organization rewards personnel on the basis of merit and performance, encouraging competence.	27.8	26.9	27.3	15.9	2.0
13.	The work climate encourages employees to do their best and perform well.	14.7	26.1	29.4	22.9	6.9
14.	The atmosphere in the organization encourages people to be open and candid with management.	21.2	26.9	25.7	20.0	6.1
15.	The college treats employees equally regardless of their sex or race.	5.7	7.0	19.7	38.1	29.5
16.	The college is a very personal place. It is like an extended family. People seem to share a lot of themselves.	12.6	17.5	30.5	28.0	11.4
17.	The college is a very formalized and structured place. Bureaucratic procedures generally govern what people do.	2.9	19.2	25.3	29.4	23.3

Question Number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
18.	The college is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.	26.9	33.9	22.9	11.8	4.5
19.	The college is very production oriented. A major concern is with getting the job done. People aren't very personally involved.	8.2	32.8	38.5	14.3	6.1
20.	The glue that holds the institution together is loyalty and tradition. Commitment to this college runs high.	11.4	20.3	32.9	26.4	8.9
21.	The glue that holds Brookview together is formal rules and policies. Maintaining a smooth-running institution is important here.	6.2	19.4	35.5	27.7	11.2
22.	In this college commitment to innovation and development is important. There is an emphasis on being the best.	10.6	17.1	30.5	33.3	8.5
23.	The college has an emphasis on task and goal accomplishment. A production orientation is commonly shared.	3.7	16.1	45.9	28.5	5.8
24.	The President is generally considered to be a mentor, a sage, or a symbol of leadership.	16.9	23.5	32.1	20.6	7.0
25.	The President is generally considered to be a coordinator, an organizer, or an administrator.	9.8	13.1	28.7	37.3	11.1
26.	The President is generally considered to be an entrepreneur, an innovator, or risk taker.	27.0	34.0	25.8	9.8	3.3
27.	The president is generally considered to be a producer, a technician, or a hard-driver.	12.7	27.0	32.8	18.0	9.4
28.	The college emphasizes human resources. High cohesion and morale in the college are important.	18.1	25.1	29.6	24.7	2.5
29.	The college emphasizes permanence and stability. Efficient, smooth operations are important.	7.8	15.6	36.2	35.4	4.9
30.	The college emphasizes growth and acquiring new resources. Readiness to meet new challenges is important.	5.3	17.6	25.4	39.8	11.9

Question number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
31.	The college emphasizes competitive actions and achievement. Measurable goals are important.	7.0	16.5	42.4	28.4	5.8
32.	One of the outstanding features of this institution is the opportunity it provides students for personal development in addition to academic development.	1.2	13.0	30.5	41.1	14.2
33.	This college is highly responsive and adaptive to meeting the changing needs of its external constituencies.	4.9	15.9	32.5	38.2	8.5
34.	This college has a very high ability to obtain financial resources in order to provide a high quality education program.	20.5	36.9	31.1	10.7	.8
35.	When hiring new staff, this college can attract the leading people in the country in their respective fields to take a job here.	18.8	31.8	31.8	16.7	.8
36.	There seems to be a feeling that dissatisfaction is high among students at this institution.	15.4	39.7	29.1	12.6	3.2
37.	There is a very emphasis on institution-community or institution-environment activities.	4.6	23.3	40.4	27.5	4.2
38.	Students develop and mature in non-academic areas (eg socially, emotionally, culturally) to a very large degree as a result of their experience at this institution.	4.1	13.0	46.7	28.0	8.1
39.	A very large number of community-oriented programs, workshops, projects, or activities were sponsored by this institution last year.	4.5	15.6	35.8	32.1	11.9
40.	Senior administration has expressed a reasonable vision of the college's future.	9.4	13.1	21.2	40.4	15.9
41.	Are your satisfied with the present state of organizational communications?	19.8	25.6	28.9	23.6	2.1
42.	Do you think the communication between management and yourself is adequate?	20.5	25.4	20.9	24.2	9.0
43.	I believe that the information I receive from administration is accurate and complete.	15.9	26.5	21.2	31.8	4.5

Question Number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
44.	I have the time needed to become informed on issues important to me.	17.5	26.8	24.4	26.0	5.3
45.	Do you think there is adequate written communications in the organization?	9.8	18.0	29.1	34.0	9.0
46.	Do you think there adequate oral and group communication?	13.9	24.6	29.9	25.4	6.1
47.	Are you satisfied that adequate communication is provided about organizational changes?	17.7	25.1	28.8	23.9	4.5
48.	Your communication with various levels of management it largely					
	1. downward (23.6) 2. Upward (32.1) 3. Circular (44.3)					
49.	Regardless of the source, I feel that I need more information in the following areas (Check any that apply)	Percentage checked				
	a. College long and/or short-term plans	40.9				
	b. Campus/facilities planning	34.8				
	c. College budget	42.5				
	d. Board of Governors decisions	40.1				
	e. Personnel polices/procedures	32.4				
	f. Academic policies	25.1				
	g. Administrative policies/procedures	34.4				
	h. Professional development opportunities	30.0				
	i. Programs/activities in other divisions	32.0				
	j. Impact of external events on the college (eg. government decisions)	47.4				
	k. Upcoming college events	15.0				
	l. Other (please specify)	3.6				
50.	Employees generally trust top management.	22.7	27.5	25.1	20.2	4.5
51.	Employees usually "level" in their communications with management, providing authentic feed back	12.2	20.8	35.1	26.5	5.3
52.	Employees usually are open and authentic in relations with peers.	3.7	8.9	28.0	46.3	13.0
53.	If employees have a conflict or disagreement with management, they usually work it out directly, or seek mediation.	9.1	18.1	33.7	30.9	8.2

Question Number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
54.	When employees receive administrative directives or decisions with which they do not agree, they usually conform without dissent.	5.7	35.8	32.5	22.4	3.7
55.	Older managers are threatened by younger, competent staff members or subordinates who may have more knowledge, information, or education.	17.4	29.8	27.3	18.6	7.0
56.	Managers are able to interact effectively with minorities, peers or subordinates.	5.3	16.0	33.3	36.6	8.6
57.	Managers really try to be fair and just with employees, using competence as their only evaluation criterion of performance.	12.4	18.6	31.8	29.8	7.4
58.	Many managers have generally "retired" on job, and are indifferent to the needs for organizational renewal.	12.3	35.8	23.9	20.2	7.8
59.	Employees have opportunities to clarify changing roles and relationships.	9.0	26.6	32.4	27.0	4.9
60.	The organization is concerned about the needs of the people as well as getting the task done.	12.2	20.7	28.5	30.5	8.1
61.	The organization encourages and assists employees in the development of community relations.	10.2	24.2	36.5	25.8	3.3
62.	The organization is able to adapt to the dramatic shifts and changes underway in society and the larger culture.	7.8	26.7	34.2	27.6	3.7
63.	The college is able to handle the new demands made upon it as a result of the changes in top management emphasis and vision.	7.8	26.1	38.0	26.5	1.6
64.	The organization does not seek adequate input from employees on those changes that affect them, or that they are to implement.	7.3	20.0	26.9	23.3	22.4
65.	Brookview is able to deal effectively with the new kind of person coming into the workforce and management.	5.9	19.3	47.1	25.2	2.5

Question Number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
66.	The organization has changed its management priorities and approaches with regard to scarce resources, as well as environmental and ecological concerns.	5.0	21.4	39.5	27.3	6.7
67.	The organization is innovative in finding ways to improve the institutional environment.	13.1	28.6	38.8	17.1	2.4
68.	The college offers employees sufficient opportunities to provide input into decisions that affect them.	24.1	27.3	28.2	19.6	.8
69.	Employee input is understood and considered by administration in making decisions.	27.5	27.0	28.7	15.6	1.2
70.	Administration provides meaningful feedback to employees on decisions and the rationale for them.	23.4	26.6	32.4	15.6	2.0
71.	I have enough scope to make decisions that directly affect my work.	6.1	13.5	22.9	41.2	16.3
72.	The time I devote to involvement in decisions that affect and my program/unit is well-spent.	9.4	13.9	26.6	34.0	16.0
73.	College decision-making should be more decentralized whenever feasible and workable.	.8	5.8	21.8	35.0	36.6
74.	The college's administrative and committee structures allow decisions to be made in a timely manner.	27.0	30.7	31.1	10.8	.4
75.	The college administration is committed to a participative model of decision-making.	22.8	24.1	31.1	17.4	4.6
76.	The atmosphere and interpersonal relations in my group are friendly and cooperative.	4.1	4.1	8.9	42.7	40.2
77.	The members encourage one another's best efforts, reinforcing successful behaviour.	5.3	7.3	17.5	38.2	31.7
78.	My ideas are always carefully considered by my supervisor.	8.2	7.8	14.7	36.7	32.7
79.	The group organizes and problem-solves effectively.	5.7	11.4	19.5	39.8	23.6
80.	The members develop and maintain adequate standards of performance.	4.5	5.3	17.9	43.9	28.5

Question Number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
81.	The group is open to and ready for organizational changes.	4.9	12.2	28.0	36.6	18.3
82.	The college provides an appropriate physical environment.	6.9	13.8	22.8	36.2	20.3
83.	The college provides an appropriate interpersonal climate.	3.3	8.9	26.4	38.6	22.8
84.	The members work effectively as a team.	4.9	10.6	18.8	35.9	29.8
85.	The group communicates well within our work unit.	6.5	7.7	18.7	35.8	31.3
86.	The group communicates satisfactorily with other work units.	4.1	11.8	28.9	44.7	10.6
87.	The members provide group input and may participate in the management process as appropriate.	7.3	9.8	25.6	37.8	19.5
88.	The group makes effective use of available equipment and resources (both material and human)	2.0	8.1	16.3	42.3	31.3
89.	The members generally demonstrate pride in themselves and their work.	2.0	3.3	12.6	41.5	40.7
90.	The group believes that student satisfaction and success has the highest priority.	4.1	6.5	13.1	35.1	41.2
91.	The group actively seeks to utilize the skills and abilities of its members.	4.5	7.8	16.7	41.6	29.4
92.	The members do not feel constrained by rules, regulations and red tape in accomplishing their work.	12.7	26.9	26.1	24.1	10.2
93.	The environment within my work unit is supportive of my work.	3.3	8.5	16.3	43.1	28.9
94.	The group is dynamic in its approaches and activities; that is, environment "turns people on".	6.5	15.5	31.8	26.9	19.2
95.	The members of this group are characterized by conformity and dependency.	20.1	31.1	27.0	16.4	5.3
96.	The group has a record of consistent accomplishment in the organization.	.8	6.1	22.4	41.2	29.4

Question Number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
97.	The members in my work group generally exercise responsibility and achievement.	1.2	3.7	13.9	49.4	31.8
98.	The instructional process governs our behaviour and values within our work unit/program.	6.7	8.7	31.3	33.3	20.0
99.	There is too much competition among programs within the college.	6.1	28.3	36.1	19.3	10.2
100.	There is too much competition among divisions within the college.	4.1	22.1	37.7	21.7	14.3
101.	Overall, Brookview is a good place to work.	1.6	8.5	14.6	39.0	36.2
B.	Leadership - perceptions about senior management actions by chairs, managers, administrators and first line supervisors. With reference to upper management levels (Deans, Directors, Vice Presidents, and President). I perceive that the emphasis is:					
102.	Clear organizational objectives and targets.	5.9	16.5	28.2	36.5	12.9
103.	Competency in themselves and their subordinates.	2.4	22.4	25.9	38.8	10.6
104.	Continuous, planned organizational renewal.	10.6	15.3	28.2	37.6	8.2
105.	High productivity standards.	7.1	8.3	10.7	56.0	17.9
106.	High service standards.	5.9	11.8	11.8	44.7	25.9
107.	Experimenting with new ideas and approaches.	15.3	18.8	28.2	32.9	4.7
108.	Encouragement of human resources development.	15.5	17.9	26.2	32.1	8.3
109.	Coordination and cooperation in and among the organizational work units.	10.6	21.2	31.8	32.9	3.5
110.	Conducting meaningful and productive meetings.	16.5	20.0	36.5	27.1	0.0
111.	Confronting conflict directly and settling disagreements rather than avoiding or ignoring them.	15.3	22.4	31.8	25.9	4.7
112.	Promoting creative thinkers and innovative performers.	20.0	23.5	36.5	17.6	2.4

Question Number	Question	Strongly disagree 1	2	3	4	Strongly agree 5
113.	Always trying to do things better.	7.1	11.8	28.2	42.4	10.6
114.	Equal employment opportunity and affirmative action.	5.9	5.9	34.1	42.4	11.8
115.	Creating a motivating environment for employees.	9.4	16.5	44.7	23.5	5.9
116.	Open, authentic communications with each other and their subordinates.	16.5	24.7	22.4	32.9	3.5
117.	Seeking suggestions and ideas from employees and the public (feedback).	15.5	17.9	29.8	33.3	3.6
118.	Clarifying organizational roles and responsibilities so there is no confusion or overlap.	9.6	24.1	30.1	32.5	3.6
119.	Teamwork and collaboration within and among upper-level management.	7.1	18.8	35.3	31.7	7.1
120.	Effective concern for training subordinates to perform effectively.	7.2	24.1	37.3	27.7	3.6
121.	Willingness to consider innovations proposed to increase organizational effectiveness.	8.2	29.4	23.5	34.1	4.7
122.	Sharing power, authority, and decision making with lower-level management.	30.6	27.1	20.0	18.8	3.5
123.	Policies and procedures that counteract absenteeism, slackness, and productivity.	12.0	30.1	38.6	16.9	2.4
124.	Management of responsibility on the part of employees they supervise.	3.7	13.7	43.8	36.2	2.5
125.	Problem solving and confronting issues.	7.1	17.6	38.8	35.3	1.2
126.	Constantly improving working conditions, both physical and psychological.	14.1	29.4	35.3	17.6	3.5
127.	Consistency in college policies and procedures.	9.4	9.4	38.8	37.6	4.7

C. Leadership perceptions held by chairmen, managers, administrators and first line supervisors about their own leadership actions.

128. As a leader in this organization, check the words or word combinations that best describe your management approach:

(Percentage checked)

idealistic	8.1	realistic	20.6
innovative	19.0	pragmatic	10.1
cooperative	25.1	individualistic	7.7
task-oriented	17.4	sensitive	16.6
change maker	15.8	change reactor	3.2
hard-nosed	1.2	imaginative	13.0
inspiring	6.5	participative	25.9
traditional	2.8	futuristic	13.4

129. Do you reinforce and support positive behaviour and performance in your subordinate?
1. Rarely (0.0) 2. Sometimes (12.2) 3 Usually (87.8)

130. Do you actively encourage your subordinate to make the most of their potential?
1. Rarely (0.0) 2. Sometimes (14.6) 3. Usually (85.4)

131. Are you willing to take reasonable risks in the management of your work units?
1. Rarely (2.4) 2. Sometimes (28.0) 3. Usually (69.5)

132. Do you take responsibility to ensure that the employees you manage make their best contribution toward achieving organizational goals and production targets?
1. Rarely (2.4) 2. Sometimes (24.4) 3. Usually (73.2)

133. Do your key subordinates really know where you stand on controversial organizational issues?
1. Rarely (3.7) 2. Sometimes (25.6) 3. Usually (70.7)

134. Do you demonstrate by example personal standards of competence and productivity?
1. Rarely (1.2) 2. Sometimes (4.9) 3. Usually (93.9)

135. Are you generally objective, friendly, but businesslike in dealing with employees?
1. Rarely (1.2) 2. Sometimes (8.4) 3. Usually (90.4)

136. Are you doing something specific for you own personal and professional development?
1. Rarely (4.8) 2. Sometimes (39.8) 3. Usually (55.4)

137. Do you take responsibility to seek change in organizational norms, values and standards when these are not relevant and need updating?
1. Rarely (8.4) 2. Sometimes (26.5) 3. Usually (65.1)